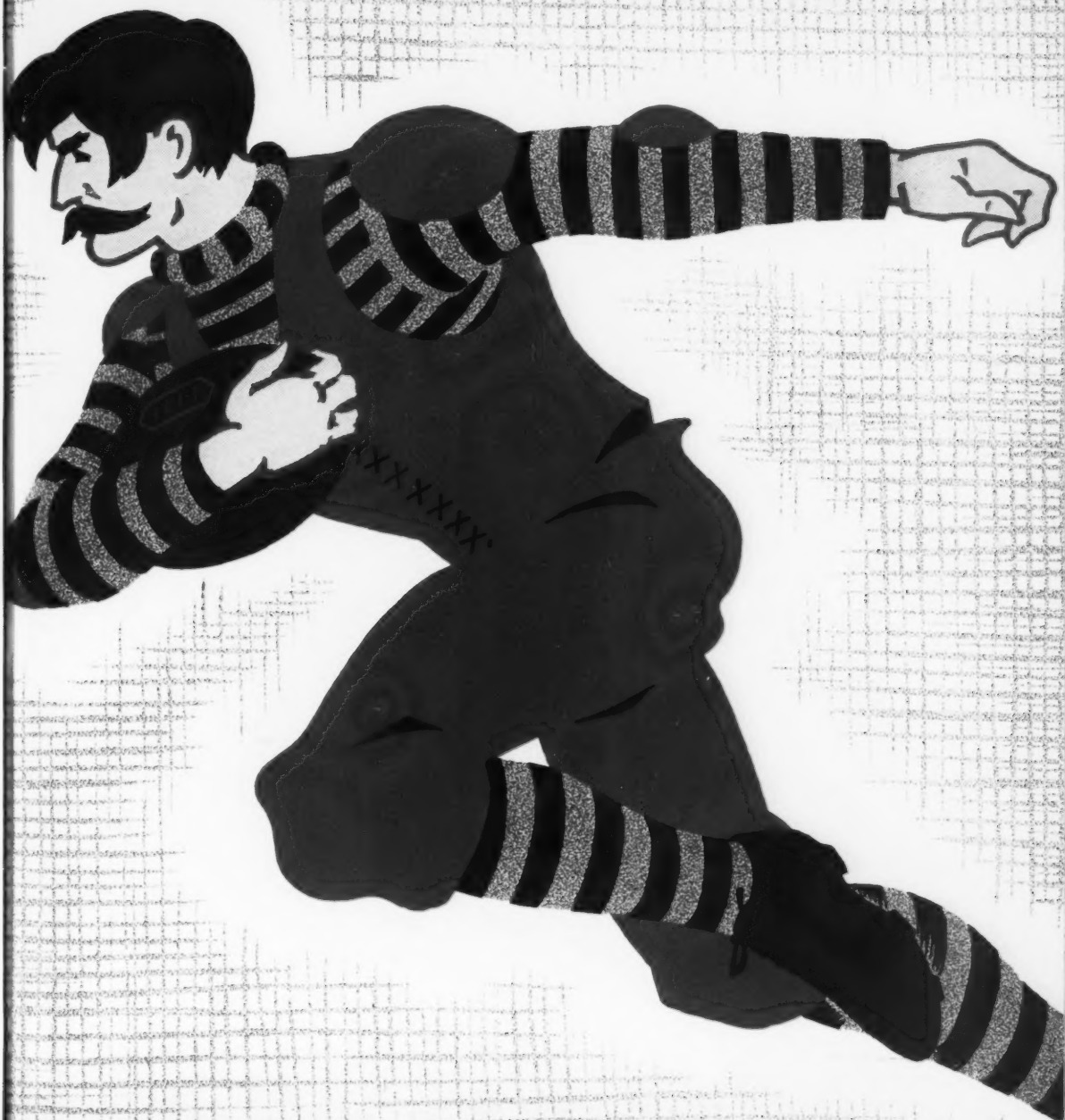


# ◆ SIERRA ◆ EDUCATIONAL NEWS

NOVEMBER

1932

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26TH ANNUAL

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The "Crest," pictured, is of ebony suede, priced at \$9.50. Other models, \$7.50 and upward.

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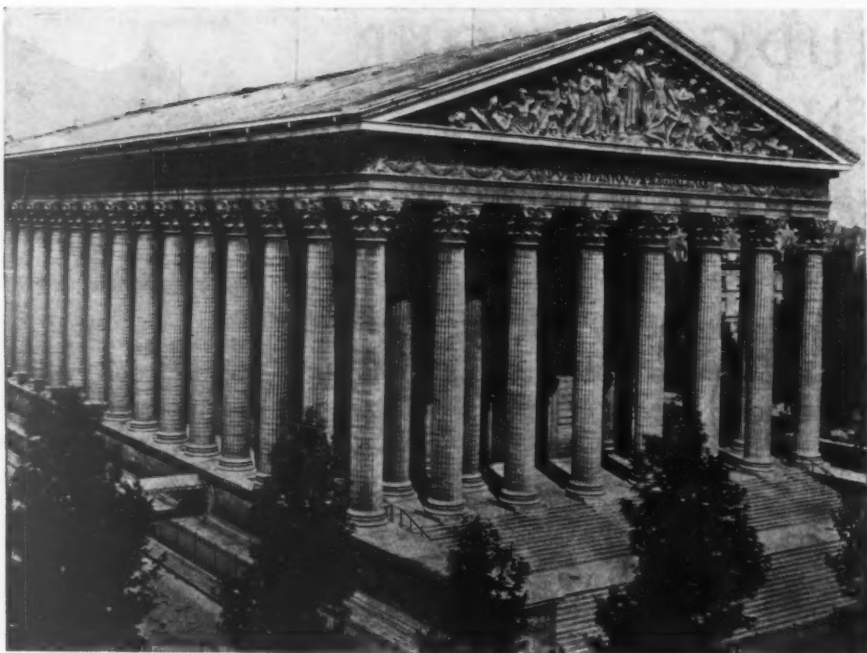
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## THE GREGG PUBLISHING COMPANY

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## TRAVEL SECTION



### Glimpses of Europe

HELEN BARNETT FARRINGTON, *Long Beach*

**N**EW YORK'S skyline growing smaller and less distinct; the land slipping, slipping farther away and soon swallowed by the ocean, and we are on our way to Europe!

Explorations, investigations, finding the ins and outs of the ship. Days of laziness and leisure, carefree fun and marvelous meals, deck chairs and sunshine.

Then land again—a foreign land. The thrill it holds! Gibraltar—the rock itself with its innumerable cut-out windows, behind each, one knows, is a gun to cover an intruder from any side; the town, narrow main street with curly side streets, horse drawn carriages. Bartering; crystals, silk shawls, leather goods.

We take a buggy ride across the Spanish border, just to have been in Spain! A tender carries us back to the ship. Gibraltar is left behind. The blue Mediterranean!



Before us lies Africa! The word fascinates us. We hardly know what to expect. Algiers, North French Africa. A modern looking city from the boat; shops, street-cars, apartments.

Pontoons, end to end, making a pier. Arabs, native women with yards of white wrappings, covering all but the eyes. No advantage in being a perfect 36 if one is an Arab woman! Judging from the climate, trees, shrubs and flowers, it might have been California.

No movie set in Hollywood could effectively portray the interesting yet repulsive and offending reality of the native Arab quarters, called Kasbah. It was no fun being lost there for almost an hour, though it sounds very interesting now! Such beggars! Beggars everywhere, every size, every age, from the youngest child to the oldest native.

A visit to the Mosque, the Arab temple of worship, furnishes occasion for putting on sandals at the entrance.

Back to the pier lined with Arab venders—rugs, perfume, leather goods. Such bargains as the boat whistle sounds the note

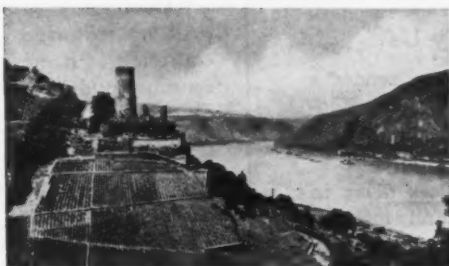


of departure! Farewells to new friends on board, and we leave the boat at Naples to gypsy de luxe through Europe. Horse and carriage taxis, incessant tooting of horns, and clattering of horses hoofs. Vesuvius smoking, grumbling, threatening in the background.

The remarkable ruins of Pompeii, make one willing to admit that perhaps, after all, there was a year one, in the dim distant past. Stone roads worn by chariot wheels, bodies preserved by the ashes, even a dog which might have belonged to Caesar! Bread found in ovens, eggs, onions, lentils—all over 2000 years old.

#### Saint Peter's Cathedral

ROME, the beautiful new city built on, around, and among the unbelievably immense ruins of the old city. We feel the grandeur and reverence as we visit St. Peter's Cathedral. The human effort, strength, time, and even life put into the buildings and decorations makes one understand the meaning of "Rome was not built in a day." We spend our spare time trying to find out what one does "when in Rome," etc.



*The Rhineland is a wonderworld of beauty.*

all the famous masters. Little wonder that the Lido, Venice, is a world-famous resort. No traffic, no noise. The quiet beauty and peace is restful and soothing. The pleasure of a swim in the Adriatic! A Venetian night—everyone in evening clothes promenading the avenue, gaiety, soft lights reflected, stringed quartets, gardens, and dancing.

#### The Bears of Bern

Then to Switzerland, the land of natural scenic beauty—snowcapped mountains and waterfalls. Electric trains, hundreds of tunnels, picturesque houses with generous roofs, bright flowers in flower boxes at all windows, clocks in every steeple, genuine hospitality. Bern, the capital of Switzerland, means "Bear" and has a fine bear park where everyone goes to feed the bears. But never buy meat for the Lion of Lucerne!



*A major joy of visiting Europe is seeing the rich and varied architecture of ancient cities there.*

### Please Notify Us

C. T. A. members can render a real economy service to Sierra Educational News by promptly notifying us of change of address.

Failure to do so causes delay in receipt of magazine and imposes new and considerable postage charges.

Please help C. T. A. by reporting immediately to us any change of address.

As we sail down the Rhine, we live in the myths of our own making about the ancient castles which grace the sloping and wooded shores.

Think of seeing Beethoven's old violin and manuscripts at his birthplace in Bonn, Germany!

ON to Belgium where there are whole new sections since the war. An interesting trip to Waterloo where a remarkable canvas, hung in a circular tower, depicts the famous battle.

Bicycles everywhere, all over Holland. Over two-thirds of the entire population ride bikes. Of course, we rent some and join the crowd, riding sometimes below sea-level, and sometimes on the dykes.

On the quaint Isle of Marken we find the natives dressed in the picturesque Dutch costumes they have worn for centuries.

### The Sights of London

A memorable occasion, crossing the English Channel. Then to London. We hear Big Ben strike every quarter hour in his melodious voice. A ride on the "underground," never "subway"! We go to Limehouse District to absorb the local atmosphere. The change of guards, a pompous procedure, before Buckingham Palace each morning at ten-thirty, must not be missed. A visit to the famous gallery of wax figures is most interesting; surely we caught one breathing, and another moved his eyes!

Channel, here we come again! Be kind to us.

SO, this is Paris! We are delighted to find our hotel in the Latin Quarter. Students, book stalls, sidewalk cafes; artists, studios, and narrow ways.

Delightful days of shopping; we meet at dinner, a medley of perfume sample odors. Paris, indeed!

"Among my souvenirs"; stickers pasted all over my baggage, a fairly complete diary, a collection of names and addresses, a handful of centimes and lira, pfennigs, and francs, a menu of the Captain's dinner, bruises—relics of the storm at sea; but best of all, unforgettable memories.

\* \* \*

## The Road Calls

ELMA McCANN FOLSOM

*Associate Professor of English  
Humboldt State Teachers College, Arcata*

I NEVER sigh for pipe, or gun, or cheese  
Grown old, but much I covet me one gift  
God gave to men, as bracing as a breeze  
Straight off the blue, the casual daily lift  
Of freedom. For men, alone and free,  
Can tramp the glamorous roads in autumn haze  
Where wistful dawns I dream myself to be,  
Set free, at last, from woman's careful days.

Dear Pan, I see them now beside the brook  
Asleep upon a green bank in the shade,  
Not all are homeless men; some have the look  
Of those who choose, like thee, a leafy glade.  
Oh I could breast the miles and brave the mires  
To sit a month by their flickering fires!

## CAPWELL, SULLIVAN & FURTH

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## Welcome Institute Visitors!

*Oakland's Own Store is Ready  
to Serve You!*

Fine Apparel . . . style-right merchandise straight from New York! And priced to suit the most limited of incomes! You who must budget . . . yet want always the best . . . will find your needs here! Make Capwell, Sullivan & Furth YOUR Store while in Oakland!



Waikiki Beach, a "melting pot," where white, brown, and yellow meet.

## The Pacific Conference

LUTIE M. GRAY, *Lankershim School*

**D**ELEGATES from all the countries that border the Pacific met in Hawaii, smiling land of Aloha, July 25-30, to discuss problems common to all races. It was the first meeting of the Pacific regional conference of the World Federation of Education Associations.

The underlying theme was the promotion of friendship, justice, and good-will among the nations of the world; stressing inter-racial and international understanding in the Pacific region, through education.

Adult education, the dual language problem, and health education were discussed at length. One could sense the earnest effort to educate the children to see beyond their own country and become world-minded.

Honolulu, colorful and enchanting, offered many varieties of intriguing entertainment. For example, the entire conference was invited at 11 o'clock at night to view a thousand white-chaliced flowers,—the night-blooming cereus in all its glory! O what a thrill!

A giant luau or Hawaiian native feast was staged. Two-fingered poi (native bread), pork cooked underground, in ti-leaves, chicken, coconut, pineapple, seaweed and other native dishes were served. We either ate with our fingers or went without food:

while watching the interpretative dances which the singing hula girls offered in the true spirit of ancient days.

In former times this native feast meant the gathering of chiefs in some historic spot to discuss tribal problems. Food was provided from both land and sea. There were no metal utensils such as knives and forks. All the food was placed on ti-leaves upon the ground. It was proper to eat with only one hand. Feasting was an important event in island life.

**A**NOTHER feature of the entertainment was the Hawaiian historical pageant known as "The Melting Pot." The legendary background showed the islands steeped in the prophecy that their land was to be a land of friendship and that to its shores would come peoples of many nations and tongues. Hence they were ready to accept the merging of two dominant civilizations with their own. Friendship—Aloha—prevails.

In the development of industry, these islands became a land of many races, a real melting-pot for east and west where a wide tolerance of the rights of all, regardless of race or creed, is being taught through the education of the children.

The portrayal of this pageant was symbolic, showing the fitness of the islands for a sociological laboratory. Then were shown the early Hawaiians; the coming of Captain Cook, and later the missionaries. The old gods were abandoned. A new religion was accepted, customs changed but the stranger was always welcome.

(Turn to Page 64)



# Where the Teachers Meet in November

ROBERT W. SPANGLER

**C**ALIFORNIA teachers will hold institute and California Teachers Association section meetings in 14 cities during November. All the meetings are held November 21, 22, and 23; with these exceptions: Shasta county meets at Redding November 7, 8, and 9; Marin county meets at San Rafael November 21 and then goes to San Francisco to meet with the Bay Section November 22 and 23.

The major gathering is that of the Bay Section, numbering over ten thousand. Some of the meetings are held in Oakland and some in San Francisco. Instead of using the civic auditorium in Oakland, general sessions will be held in Oakland and Alameda high school buildings. In San Francisco, the civic auditorium will be used as heretofore.

Alameda and Contra Costa counties hold their meetings in Oakland and Alameda, while Lake, Marin, Napa, San Francisco, San Mateo, Solano and Sonoma counties meet in San Francisco.

## Redding

**R**EDDING, where the teachers of Shasta county meet November 7 to 9, is known as the "hotel city of Northern California." With a population of 4300, it has five large and ten small hotels, and seven automobile camps. This because it is the first night out for San Francisco bay area travel, the junction of the east-west travel on the Yellowstone cut-off with the Pacific highway, and the junction for the interchange of travel between the Pacific and the Redwood highways.

In winter, the snows of Mount Shasta and Lassen peak look down on the Redding gardens where the roses and orange trees are in bloom.

Redding is surrounded by forests of pines, firs, cedars and oaks; mines of copper, iron, zinc, lead, gold and silver; great deposits of cement materials, diatomaceous earths, clays and mineral paints; large grazing areas and rich agricultural and horticultural sections—a raw material supply that eventually will develop a large industrial area. The construction of the proposed Kennett dam in the state's co-ordinated water plan will mean great development of Shasta county, well worth the \$70,000,000 investment.



## San Jose

**S**ANTA CLARA VALLEY takes as its slogan, "The Valley of Heart's Delight," where health, happiness and prosperity reign supreme. Here they "say it with flowers," the several rose nurseries growing nearly one and a quarter million budded roses of approximately 325 varieties. These are some of the largest nurseries on the Pacific Coast and probably in the world. The annual Santa Clara county Fiesta de las Rosas, held at San Jose in May, attracts hundreds of thousands of visitors.

San Jose, where the teachers meet Thanksgiving week, was the state's first capital. The first American flag was raised here July 13, 1846. San Jose was the first incorporated city in California—March 27, 1850.

Further delving into the past, the state's first and oldest living landmark is the Palo Alto Tree, which was a sapling when Columbus discovered America. This tree is 23 feet in circumference and marks the site where Don Casper de Portola camped in 1729. It is the tree from which the city of Palo Alto derives its name.

The fruit and vegetable industry of California was started and developed in Santa Clara Valley. Today this county claims the distinction of being the largest fruit canning and dried fruit packing center in the world.

**L**AST year, because of the "decidedly superior meteorological conditions," the United States Government chose a site of 1000 acres in the Santa Clara Valley for a navy dirigible base. This site is six miles from San Jose. Some one with a flair for figures says the hangar here is large enough for eleven football games played simultaneously on eleven regulation size fields—which ought to give any Californian a good idea of its size.

As for mining—to which Santa Clara county makes no great claims—more quicksilver has been produced here than in any other section of the world except Spain.

## Fresno

**C**ALIFORNIA is "first" in so many things that it is hard even for teachers to remember them all. So it may be well to remind Fresno county teachers—and others who run and read—of some of their county "firsts." Here they are:

Fresno county ranks first in America in the value of production of figs and raisins.

Fresno county ranks first in



California in the production of horses and mules.

Fresno county has more irrigated land than any county in the nation.

Fresno county has the largest fig orchard in the world—12,000 acres.

While Fresno city has the largest sugar pine lumber mill in the world.

Teachers who once lived in Georgia, the great peach state, may be surprised to learn that Fresno county produces more peaches than the entire state of Georgia—in fact, 10 per cent of the entire peach crop grown in the nation gets its nourishment from Fresno county soil.

With a population of 185,000 in the county, of which 85,000 is in the metropolitan area of Fresno city, there are 1,500,000 acres under cultivation, ranking this as the second richest agricultural county in the United States.

And this is only skimming the surface of "Things everybody ought to know about Fresno county."

### Sacramento

**S**ACRAMENTO, capital city, center of California's romantic history and its vast recreational out-of-doors, entices the tourist and visitor with its elm-arched streets, its semi-tropical plant life, palms, olives, oranges, with Capital park's thousand varieties of flora gathered from all parts of the earth.

With a population of slightly over 100,000, its shops and theaters, hotels and office buildings serve a population far beyond the limits of the municipality. In this charming setting over a thousand teachers from El Dorado, Sutter, Amador, and Sacramento counties will gather during Thanksgiving week.

### Stockton

**N**EARLY a thousand teachers and others directly interested in the teachers institute will throng the streets of Stockton during Thanksgiving week. Calaveras county will join with San Joaquin at this meeting.

Stockton is just now in the limelight with its Deep Water project, nearing its completion at

## Exclusive Women's Hotel

642 JONES STREET, NEAR GEARY  
SAN FRANCISCO

Teachers will find this a pleasant home—for a day, a week or a year. Outside rooms with bath, free library, community kitchen. Near shopping and theatre district. Exclusively for young and elderly women. Social gatherings and bridge parties weekly. Write or call for special teacher rates.

MRS. JENNABELL DELANEY  
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## Hotel Californian

Fresno, California

258  
Rooms



258  
Baths

The largest hotel between San Francisco and Los Angeles, newer by ten years than any other hotel in Fresno, and embodying all essentials for the comfort and convenience of its patrons.



Special rate to Teachers attending the Convention of \$2.50 for individual occupancy, \$4.00 and \$5.00 for rooms with twin beds.

**H. WINGATE LAKE**

President and Manager

## TO THE TEACHERS

## The Hughes Hotel

Welcomes You

Broadway at Tulare Street  
Fresno, California

Steam Heated      Free Garage

### RATES

Room Without Bath		Room With Bath	
Single	Double	Single	Double
\$1.00	\$1.50	\$1.75	\$2.50
1.25	1.75	2.00	3.00
1.50	2.00		

Room, 2 double beds, 4 persons; bath, \$5.00

Room, 2 double beds, 4 persons, no bath, 3.50

Excellent meals served in our Coffee Shop  
at moderate prices

Breakfast . . . . . 25c up

Luncheon . . . . . 35c and 45c

Dinner . . . . . 65c

## Teachers' Special

**\$1.00 Per Day  
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*Exclusive Women's Residence*

### EVANGELINE HOTEL

44 McALLISTER, at MARKET  
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MAJOR AND MRS. JOHN GEORGE BARRY  
Managers

**Special Convention Rates**  
at the

## Hotel Stewart SAN FRANCISCO

	One Person	Two Persons
Room without bath.....	\$1.50	\$2.50
Room with bath.....	2.00	3.50

**Excellent Meals** — Breakfast 35c, 50c, 60c; Luncheon 50c (Sunday 65c); Dinner 85 (Sunday \$1.00)  
The Stewart is down town close to principal stores and theatres. On car lines to all parts of the city.

GEARY ST., a few steps from POWELL

## Hotel Whitcomb

(At Civic Center)  
SAN FRANCISCO

Single room with bath.....	\$2.50; \$3.00; \$3.50
Double room with bath.....	\$4.00; \$5.00; \$6.00
Two rooms, bath between, 4 persons	\$7.00; \$8.00

Dining Room—Coffee Tavern

Garage under same roof

WOODS-DRURY CO., Operators  
Also operating

WILLIAM TAYLOR HOTEL, SAN FRANCISCO

the cost of \$6,000,000. Stockton as a seaport will not be long of realization, with ships of all nations visiting its docks.

Ninety per cent of all vessels which now sail or steam through the Golden Gate may also continue to the fresh water port of Stockton—ninety miles by water from the Pacific ocean.

San Joaquin county ranks first in California in the production of table grapes, cherries, wheat, corn, barley, onions and potatoes. It is fourth among all counties of the United States in the value of agricultural products and is first among the nation's four ranking counties in the value of products per acre.

### Bakersfield

**K**ERN county's greatest mineral resource is oil. The county has more than 50 per cent of the oil producing area of California. Over a billion barrels of oil have been taken from its great oil reservoirs and this great supply awaits further development as needed.

Kern county has helped to keep the gold standard alive to the extent of \$46,000,000 since the discovery of the Yellow Aster mine in 1895. Randsburg in the Rand Quadrangle is the only exclusive mining camp in Southern California, where the frontier continues to exist as in the days of '49 with only the absence of the covered wagon.

The five-year acre average production of cotton in the United States is 155 pounds. The Kern county record for the same period is 530 pounds per acre. In the 1931 cotton growers contest fifteen growers on fifteen ten-acre plots in all parts of the county, scored from 1402.01 pounds per acre down to 1280.41 pounds. The average acre production for the six winners of 1931 was 1325.33 pounds per acre.

**K**ERN county is proud of its rapid strides in the past few years as a dairy producing county. The high schools teach dairying and stock raising and graduate many thoroughly trained stock men each year. Kern is an ideal county for large stock farms as well as for dairymen with small herds.

The county comprises 8003 square miles— which Rhode Islanders will admit is a sizable county.

These are just a few of Kern county's good points to be remembered Thanksgiving week when its 967 teachers go to the Institute at Bakersfield.

### Visalia

**T**ULARE county teachers—over 600—who will foregather at Visalia during institute week probably know—and others throughout the state will be glad to learn—that when one stands on the top of Mount Whitney at 14,502 feet elevation, he can gaze into Death Valley, 300 feet below sea level—thus seeing both the highest and lowest point in the United States at one and the same time.

That is one thing Tulare county has which no other county in the United States can brag about.

Sequoia National Park with its twelve groves

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of Sequoia Washingtonia—containing over a million sequoia trees—over 12,000 exceeding ten feet in diameter—is another attraction to which Tulare county points with pride. To these we add the foothill and valley country with both citrus and deciduous fruits, alfalfa and cereals—truly a desirable section of a most desirable state.

### Marysville

**Y**UBA county teachers meet in the heart of the Gold Country in the Days of '49. Most of the old mining camps are gone but romance lingers and the old "California spirit" still prevails.

Recently there has been renewed activity in the gold country and the Chamber of Commerce in Marysville is willing to extend a helping hand to the tenderfoot who wishes to make a try at panning gold on the Yuba river. This organization also modestly admits that the counties of Sutter and Yuba "combine a greater range of recreational diversions than can be found in any other area of similar size in the West."

### San Rafael

**T**HE attendance at the San Rafael teachers institute will be about 300. All of these teachers will be at San Francisco Tuesday and Wednesday of that week.

San Rafael is the "capital city" of Marin county, which county proudly calls itself "San Francisco's most unique suburb."

The progressive citizenry of this county have an organization of over 1400 residents, which publicises under the name of "Marvelous Marin." In its folder it says:

"Hundreds of families have come to Marin county 'for the sake of the children' . . . and stay because they love it." So children and parents both are happy and by the same token Marin county teachers enjoy life in this wonderful environment.

### Merced

**M**ERCED county Chamber of Commerce and other organizations extend a cordial welcome to visiting teachers "and all others" who will bring their conventions to the "ideal convention city of interior California."

Merced is the all-year gateway to Yosemite and the Mariposa Mother Lode sections. It is in the center of one of the greatest diversified irrigated areas in the world. The 4200-acre peach and apricot orchard of the California Packing Corporation is only nine miles from Merced—well worth seeing.

In 1930 a monument was dedicated at Snelling, the first county seat of Merced county.

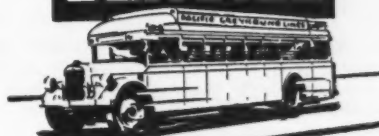
## HOTEL TIOGA MERCED, CALIF.

Headquarters for Teachers Convention  
Coffee Shoppe and Dining Room  
Reasonable Prices

ARCHIE STEVENOT, Manager

# LOW FARES

# CONVENIENT SERVICE



## GO BY BUS

Go to the California Teachers' Association meetings this convenient, comfortable way. Save time and money.

See local agent for low fares and departure hours.



**PACIFIC  
GREYHOUND**  
LINES

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### French Restaurant

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SAN FRANCISCO

LUNCH 30c—DINNER 40c  
Sunday Chicken Dinner . 65c  
Also Regular Dinner . . . 40c

## Stephens' Restaurant

200 East Fourteenth St., Oakland

Superior Food. Service at all hours.  
Home Economics teachers (and all others)  
invited to visit our kitchen.

**SOUTHERN COOKING**  
our baked ham and sweet potatoes  
are unexcelled

W. M. Stephens, proprietor, was steward-chef of the Golf Club at Hotel Del Monte for eight years. Now serves here the dishes that made that resort famous for its Southern cooking.

### Alturas

**M**ODOC county, tucked away in the upper eastern corner of the Golden State, is a "different California county," according to the official county booklet—which succinctly states that "It is a combination of the big 'outdoors' with diversified farming—livestock, dairying, lumbering, mining, alfalfa seed raising and everything."

What county anywhere—even in California—could say more!

Further along in the booklet it says, "Seventy-five per cent of California's **largest** game animal, the Rocky mountain mule deer, is found within the boundary of the county." Just another example of California claiming the "first of the largest"—and making good.

Also, the county has over 300 days of sunshine annually. So—the California influence is still strong in Modoc!

In these days when "back to the farm" is becoming popular, Modoc county offers farm land values worth investigating by any interested.

The farm and the forest and conditions appertaining thereto are the vital topics of conversation—far removed from some of the problems in the semi-tropical southern part of the state where avocados, oranges and dates are given consideration along with alfalfa and tourists.

Alturas is a busy modern town of 1500, near the geographical center of the county. The Modoc county high school, where the institute is held, has the state's highest rating.

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## Vote Yes on Amendment Number 9

**T**HE Tax Transfer Amendment will be Number 9 on the general election ballot November eight.

The passage of this amendment will stabilize good school conditions. It will remove the County Mandatory tax. Local taxpayers will be freed of a large part of the costs of education. There will then be little reason for hysterically demanding salary reductions.

Amendment No. 9 does not in any way increase school costs. So far as finances are concerned it simply shifts the base of support from common property to a new source of supply, namely the income tax and the selective sales or luxury tax.

Such a change will spread the costs over the entire state. No logical reason can be given to support an argument that ownership of a home or a farm or a business should force the owner to pay all of the costs of local government.

The home owner is not the only one who receives the benefit of public highways, of police protection, of sanitary conditions or of the educational system. Ownership of property does not demonstrate ability to pay taxes.

A continual appeal is made to "Own your own home."

As soon as a citizen owns his own home costs begin to bear upon him because of that ownership. The more tax relief that can be given to a property owner the greater will be the reason for acquiring a home.

**T**EACHERS should begin an intensive campaign to carry Number 9—some one should be asked every day to vote for and support this amendment.

Make this your slogan from now to November 8—

*Vote Yes on Number 9.*

ROY W. CLOUD

### Message from a Principal

**M**ORE and more do I regard Sierra Educational News as filling a strategic position. In the present state-wide struggle to maintain educational standards, because of the fact that it is read by all as the voice of the California Teachers Association, its help is invaluable.

Since the **California Elementary School Principals Association** has attained representation on the C. T. A. State Council, we shall feel a greater interest in all which the magazine contains to further the status of the elementary school, and its administrators and teachers.

As a group, we have not been sufficiently alert and united professionally.

GERTRUDE BEST HAMMOND  
Secretary, California Elementary School  
Principals Association, Hyde Park, Los  
Angeles.

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Boston, Mass.

# Forthcoming County Teachers Institutes

and C. T. A. Section Meetings

## By Counties

**Alameda County**—Nov. 21-23; Oakland.  
**Amador**—Nov. 21-23; jointly with San Joaquin County at Stockton.  
**Bay Section**—Nov. 21-23.  
**Calaveras**—Nov. 21-23; with San Joaquin County at Stockton.  
**Central Section**—Nov. 21-23.  
**Central Coast Section**—Dec. 19-23.  
**Contra Costa**—Nov. 21-23; Oakland.  
**El Dorado**—Nov. 21-23; Sacramento.  
**Fresno**—Nov. 21-23; with Central Section at Fresno.  
**Imperial**—Dec. 21-23; El Centro.  
**Kern**—Nov. 21-23; Bakersfield.  
**Kings**—Nov. 21-23; with Central Section, Fresno.  
**Lake**—Nov. 21-23; with Bay Section, San Francisco.  
**Los Angeles**—Dec. 19-22; Los Angeles.  
**Madera**—Nov. 21-23; with Central Section, Fresno.  
**Marin**—Nov. 21-23; Nov. 21, Tamalpais High School; Nov. 22, 23, San Francisco, with Bay Section.  
**Mariposa**—Nov. 21-23; Merced.  
**Merced**—Nov. 21-23; Merced high school, Merced.  
**Modoc**—Nov. 21-23; Alturas.  
**Monterey**—Dec. 19-21; at Salinas.  
**Napa**—Nov. 21-23; with Bay Section, San Francisco.  
**Riverside**—Dec. 19-21; Riverside.  
**Sacramento**—Nov. 21-23; Sacramento.  
**San Benito**—Dec. 19-21; at Salinas.  
**San Bernardino**—Rural Elementary, Barstow, Sept. 16, 17; Rural Elementary, San Bernardino, Sept. 23, 24; Rural High, and San Bernardino city, Dec. 19-21; other districts not fixed.  
**San Diego**—Dec. 19-21; San Diego.  
**San Francisco**—Nov. 21-23; in San Francisco.  
**San Joaquin**—Nov. 21-23; with Amador County, Stockton.  
**San Luis Obispo**—Dec. 19-21; local institutes.  
**San Mateo**—Nov. 21-23; Nov. 21, Burlingame High School; Nov. 22, 23, San Francisco, with Bay Section.  
**Santa Clara**—Nov. 21-23; San Jose.  
**Santa Cruz**—Dec. 19-21.  
**Shasta**—Nov. 7-9; Redding.  
**Solano**—Nov. 21-23; with Bay Section, San Francisco.  
**Sonoma**—Nov. 21-23; with Bay Section, San Francisco.  
**Southern Section**—Dec. 19-23.  
**Stanislaus**—local, date not fixed.  
**Sutter**—Nov. 21-23; with Sacramento County, Sacramento.  
**Tulare**—Nov. 21-23; Visalia.  
**Tuolumne**—Nov. 21-23; Sonora.  
**Yolo**—local, date not set.  
**Yuba**—Nov. 21-23; Marysville.



## By Dates

**Nov. 7-9** at Redding—Shasta county.  
**Nov. 21** at Sausalito—Marin county.  
 At Burlingame—San Mateo county.  
**Nov. 21-23** at Oakland—Alameda and Contra Costa counties.  
 At Stockton—Amador, Calaveras and San Joaquin counties.  
 At Sacramento—El Dorado, Sacramento and Sutter counties.  
 At Fresno—Fresno, Kings, Madera counties.  
 At Bakersfield—Kern county.  
 At San Francisco—Lake, Napa, San Francisco, San Mateo, Solano, Sonoma counties. **Nov. 22-23**, Marin county.  
 At Merced—Mariposa, Merced counties.  
 At Alturas—Modoc county.  
 At San Jose—Santa Clara county.  
 At Visalia—Tulare county.  
 At Sonora—Tuolumne county.  
 At Marysville—Yuba county.  
**Dec. 19-21** at Salinas—Monterey, San Benito and San Luis Obispo counties.  
 At Los Angeles—Los Angeles county.  
 At Riverside—Riverside county.  
 At San Bernardino—San Bernardino county.  
 San Diego—San Diego county.  
 Santa Cruz—Santa Cruz county.  
**Dec. 21-23** at El Centro—Imperial county.

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 Rooms \$1.50 up  
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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

WILLARD E. GIVENS.....President

ROY W. CLOUD.....State Executive Secretary

VAUGHAN MACCAUGHEY, Editor

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No. 9

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Sierra Educational News is a member of the Educational Press Association of America

## Support the Tenure Law

*To All Teachers Clubs and Organizations:*

**T**ENURE is being very much discussed throughout California. This letter states the attitude of the Board of Directors of the California Teachers Association toward the tenure problem as they see it at present. Will you kindly present this statement to your members.

The purpose of the public schools is to promote in every way possible the best interests of all the children of California. This can best be accomplished by the employment of people who have excellent character, splendid training and real teaching ability, safeguarded from political influences and assured of tenure so long as they exert a helpful influence upon children and are efficient in instructing them.

When teachers are given this assurance, they establish themselves as useful citizens in the localities in which they teach. The confidence in their professional positions, which this assurance gives, encourages them in continued professional improvement resulting in finer service to the children.

The Tenure Committee of the California Teachers Association has been and is guided by these fundamental principles in the study of tenure. Its report of the study up to date was published in the September issue of the Sierra Educational News for the purpose of informing the membership of the general tenure situation and for provoking serious discussion of the problem by teachers throughout the state, prior to the December meeting of the Council, at which time definite action will be taken.

The Board of Directors at its meeting on October 8, after careful consideration of the many problems involved and having had no modifications submitted that are satisfactory to all concerned, is asking the Tenure Committee of the C. T. A. to continue its study, and suggesting that all interested teacher groups throughout the state give serious consideration to this problem and make their wishes known to the Tenure Committee of the California Teachers Association not later than December 1.

At the December meeting of the Council, unless modifications have been proposed that are satisfactory to the Council, the Board of Directors will recommend that California Teachers Association continue to support the tenure law as it now stands.

Your serious consideration of this vexing problem and your thoughtful co-operation in helping to solve it are earnestly sought.

Very cordially yours,

WILLARD E. GIVENS, *President*  
*California Teachers Association*

October 11, 1932



# SIERRA EDUCATIONAL NEWS

NOVEMBER 1932 • VOLUME 28 • NUMBER 9



## You Can Help Number Nine

ROY W. CLOUD

**A**T the November election you and your friends will have an opportunity to put the schools on a sound financial basis.

Amendment 9 will take from real estate (homes, farms, and business) a large part of the school tax and so **relieve local taxes**. It also will take from those tax-payers (who have been working and talking against the schools during this financial stringency) a large part of their reason for attacking school costs.

Opponents of Amendment 9 have said that it will not reduce taxes. We are not in a position to know what County Boards of Supervisors will do, but we do know that an opportunity is afforded for **real tax relief**.

We know that these opponents have started a counter-attack of intended intimidation by saying that they will reduce the present state apportionment from \$30 to \$24 and that they will introduce bills to reduce by 20% the amount which school districts may levy.

We are having a real fight to keep public education properly financed. The schools are asking for no additional funds.

Amendment 9 will put into the Constitution a guarantee that Boards of School Trustees will retain the **right to make their own budgets**. This guarantee will prevent those opposed to public education from transferring school control to County Boards of Supervisors.

**Ask every friend of education to vote YES on Amendment 9.**

The opponents are doing everything they can to belittle this proposal, which was **not** prepared by school people, but by those who are interested in public education and tax relief.

**I trust you will use every effort in your community and ask your co-workers to work and vote for Amendment 9.**

\* \* \*

## Honor 1933 Enrollments

**W**E take great pleasure in reporting the following 100% enrollments in California Teachers Association for 1933:

The **Piedmont** school system, comprising 91 teachers, is enrolled 100% for its 12th consecutive year. Harry W. Jones is superintendent of schools.

**Fortuna** union high school staff, G. J. Badura, principal, was enrolled 100% in September even before the membership books had been sent out.

The teaching staff of Willits grammar school, Mrs. Annie R. Babcock, principal, is enrolled 100%.

In Pasadena, the **John Muir Technical** high school staff, Rufus Mead, principal, is 100% enrolled in C. T. A. and N. E. A. Mr. Mead states this school was organized in 1926 and its staff has been 100% enrolled in these two organizations every year since then.

J. H. Graves, superintendent, **Monterey** grammar schools, reports 100% membership for 1933 of the teachers there.

## THE PRESIDENT'S PAGE

## The Danger Point in Book Expenditures

WILLARD E. GIVENS, *President, California Teachers Association*

**A**REN'T we headed for educational disaster in the present marked curtailment of school books? Conditions were bad enough before the present depression struck.

A recent report from the United States Bureau of Education shows that during the boom year of 1928, the average total expense for textbooks per pupil enrolled in the public elementary and high schools of the United States was \$1.41—less than one cent per day per pupil for a school year of thirty-two weeks, and just 1.6 cents out of the educational dollar for that year.

In all probability, the figures for the school year 1931-32 will show not much more than a dollar per pupil for textbooks, and probably a little more than one cent out of the educational dollar. Yet we know that **good books are second only to good teachers in educating children.**

**One Cent a Day Buys Poor Tools**

Can we chance spending so little for books? Does it give children a square deal? Do we know any skilled worker whose tools cost less than one cent per day? Can any skilled worker earn his way with poor or inadequate tools? And teachers are not working with iron nor lumber.

Cutting down on textbook expenditures at this time is ill-advised. To meet the depression we have increased teacher-load by enlarging classes, thereby cutting down individual attention to children. Therefore, the increased need for textbooks and other instruments of instruction is obvious.

To increase teacher-load and decrease instructional materials at the same time is a clear invitation to disaster.



True, economy is in the air nowadays, and certain retrenchments must be made and should be made. But they s'ould not be made along a line that has never been adequately provided for since the advent of free texts. Food, physical or mental, is a first necessity. And good books cost little, even when an adequate supply is furnished.

**Textbooks Are Cheap**

In the Thirtieth Yearbook of the National Society for the Study of Education, the case is summed up:

*Textbooks are surprisingly inexpensive, especially when their importance in the education of the children of this country is considered.*

**W**HAT are we going to do about it to protect the children of California? Our children cannot protect themselves against poor books, or an inadequate supply of books. We suggest that every superintendent check his own schools expenditures for textbooks, not simply to equal the low national average but to increase these expenditures to offset the increased teacher-load. Surely it is our business as trusted educational leaders to secure for our teachers the needed tools with which to adequately meet the increased load which they must carry during these times of economic stress.

Let us make sure that every dollar which we spend brings 100 cents in educational return to our children. Let us urge sane economy in every way possible, in order that we may conduct our schools at the least possible cost to the overburdened taxpayer, but let us do it in ways that will not rob the children, during these depression years, of equal educational opportunities with the children of prosperous years.

---

**S**EMI-ANNUAL meeting of California Teachers Association Council of Education will be held at Hotel Alexandria, Los Angeles, December 3. C. T. A. Board of Directors will meet on December 2 and also will hold a joint meeting with C. T. A. Section Presidents and Secretaries on that date.

# Mendocino County School Re-organization

Roy Good, *Superintendent of Schools, Fort Bragg*

A SIGNIFICANT piece of administrative work has been done at Fort Bragg and Willits, Mendocino county. The re-organization throws light upon the evolution and development of an administrative unit in a rural school area.

Fifteen small elementary districts have been unionized with the town district, Fort Bragg. The schools are consolidated into four school centers, two of which maintain twelve grades and two maintain six grades. Five small elementary districts have been unionized with the town district, Willits. The schools are consolidated into one center, maintaining twelve grades. The twelve grades of work in two centers is organized on the 6-6 plan and, in the third center, on the 6-3-3 plan.

The area covers most of the territory of two union high school districts administered now by two elementary and two high school boards. These boards meet together as boards of education with one set of educational policies in a superintendency union. The distance covered to visit the five school centers is 130 miles. The schools have an enrollment of over 1600, with 400 pupils transported, requiring 45,000 bus miles of transportation annually.

Seventy-six school-board members released their control of educational affairs and turned this control over to boards of education acting under the professional advice and direction of a superintendent.

The consolidation of schools has been evolved during a five-year period. It was gradual enough so that the teachers displaced by consolidation could be employed to fill natural vacancies caused by resignations or growth. No teacher lost a position by reason of a change in school or district organization. The consolidations filled the elementary classrooms left vacant by the junior high school grades. Any extra elementary teachers were assimilated in the junior high schools.

The articulation between elementary and high schools has

been accomplished through the junior high school organization. The conflict of local elementary and high school administrative control has been avoided. In two centers the junior high schools are administered with the high school and in one center with the elementary school, avoiding extra administrative costs.

*The cost of education has been materially reduced in the area in face of better school organizations offering more and varied curricula, with better salaries paid to teachers.*

A conservative estimate of the annual reduction in local district taxes represents about 10% of the total operating expenses including capital outlays.

The matter of local business interests has been cared for through county purchasing and allowing other business to flow through its natural channels under the direction of central control.

The organization of this large rural area composed of 22 elementary districts, two union high school districts, controlled by 24 independent boards of trustees administering and operating 24 independent schools, into a **superintendency union** administered under the direction of a superintendent by boards of education, brings into relief the evolution an administrative unit for the Fort Bragg-Willits school area.

It points out the transformation of a weak, disjointed and scattered district school system into an educational administrative unit with strong articulated school centers.

\* \* \*

Among the recent books on history published by Thomas Y. Crowell Company (New York City) is the fifth revised edition and seventh printing of "**China Yesterday and Today.**" This authoritative volume, by Professor E. T. Williams of the University of California, has 45 illustrations and map; 790 pages; \$4.00.

The fifth edition, revised by the author, brings the record up to 1932. It is therefore an unusually complete history of China. A special feature is a large map of China in 1932, giving latest spellings.



Roy Good of Fort Bragg.

## Teachers Health Service

### Los Angeles City Schools

LAURA B. BENNETT, M. D.  
*Head of Teachers Health Service*  
*Los Angeles City Schools*

IT is a far call from 1907 when I began examining in a cubby-hole off the gymnasium in Polytechnic, Los Angeles, to 1932 when the whole world has adopted the system of preventive medicine not only for its children, but also for its teachers.

From the earliest years of Los Angeles school health work, which was intended primarily for children, many teachers availed themselves of whatever assistance the school doctor had time to give them, thus beginning the teachers health service for themselves.

The superintendent of education, realizing the necessity of good health for the teacher and having proven the value of health supervision for them, appointed me "head" in the Teachers Health Service in the city schools.

Like many people in all walks of life, the teacher often will not notice her failing health, until her principal or fellow teachers are forced to observe her growing inefficiency.

In contrast to our early years, we are now situated in spacious offices, with the Board of Education. Our equipment for every kind of examination is of the best and latest, even to using important instruments, such as the cardiograph, fluoroscope, x-ray, etc.

### Teachers Are Negligent

The complete co-operation of those concerned in the educational environment of a teacher assists me to make accurate diagnosis of her case. Her superintendent, principal, fellow-teachers and myself work harmoniously toward the best results obtainable for her. A written report of my findings is sent to the assistant superintendent who is in charge of that work.

I DO not prescribe for, nor treat any teacher. I make recommendations as to where she may find most valuable help, be it medical, surgical, rest, climatic change, or any method of healing which she prefers.

I frequently find that the teacher returning from sick-leave is difficult to persuade that she needs further rest, away from the grind of the school-room. She soon comes to understand that my interest is wholly for her recovery so that she may continue in her work healthfully and happily.

Teachers who have passed the time limit for work are often unaware of it. Not knowing that they are really weary of the constant harness of the school-room, when shown the new vista of a little play for themselves, they see it all and take their pension and their freedom.

Much success attends this method of dealing with the teachers deficiencies, mental or physical, and the conservation of real ability and experience in the teaching profession that has been preserved for the good of youth, hence the good of the future.

It is a glorious time in the world's history when the genius of even a few worthy humans can be fostered.

\* \* \*

## High Adventure

### A sincere tribute to all substitute teachers

GRACE PARSONS HARMON, *Los Angeles*

COLUMBUS braved the ocean,  
 Balboa climbed a peak:  
 There stretched the great Pacific,—  
 That day 'twas mild and meek.  
 J. Caesar won the Gaul game,  
 Old Nero viewed Rome's doom,  
 And high school subs fare bravely forth  
 To take a B1 room!

A German scaled the Matterhorn,—  
 He got a medal, too,—  
 A scientist made a strange balloon  
 And rose to heights anew.  
 Since that forced Red Sea crossing  
 Men dare where dangers loom,—  
 And high school subs go finely forth,  
 And "hold" that B1 room!

\* \* \*

Allice G. Mulenby, assistant superintendent of Tulare city schools, together with elementary teachers there, is working on a noteworthy correlation of sixth grade subjects into a unified curriculum. Mimeographed outlines of the various units have been prepared and are in use in the schools.





# California Superintendents Convention

Roy W. Cloud

**C**ALIFORNIA county, city, and district superintendents of schools held their 1932 convention in San Francisco, October 10-12, at call of State Superintendent of Public Instruction Vierling Kersey.

The convention theme was **Social Demands of Contemporary Life**. The major objectives of the convention were,—

(1) characteristics of a new educational program to accomplish the "social demands of contemporary life";

(2) presentation of a plan of educational organization and a plan of public relations activities to accomplish the new educational program;

(3) consideration of problems of legislation and finance involved;

(4) discussion and deliberation concerning the problems of the profession involving cohesion and unity, ethics and standards, restoration of public confidence, and support.

The committee of arrangements comprised **Daniel C. Murphy**, member, state board of education, honorary chairman; **J. M. Gwinn**, superintendent, San Francisco city schools, executive chairman; **Ira W. Coburn**, president, San Francisco Board of Education; **Alfred J. Cleary**, chief administrative officer; **Alexander C. Roberts**, president, San Francisco state teachers college; **J. C. Geiger**, director of public health; **Robert Ren**, librarian, public library; **Mrs. Paul E. Springer**, president, second district, California Congress of Parents and Teachers; **Mrs. Jesse Whited**, president, Federation of Women's Clubs; **George J. Pressley**, executive secretary, Chamber of Commerce; **Joseph Cumming**, executive secretary, Down Town Association; **Charles Albert Adams**, chairman, education section, Commonwealth Club of California; **A. W. Brouillet**, president, Public Education Society; **Mrs. Sigmund Stern**, president, Recreation Commission; **A. J. Cloud**, chief deputy superintendent, San Francisco city schools.

The California Rural Supervisors held their annual conference simultaneously with the superintendents. The president

of the Rural Supervisors Association is Mrs. Gladys L. Potter of Sacramento; the secretary is Grace Adams, supervisor of health, Los Angeles county schools.

The **Association of California Public School Superintendents** has the following officers, A. R. Clifton, superintendent, Los Angeles county schools, president; Miss Pansy J. Abbott, superintendent, San Mateo county schools, vice-president; Miss Ada York, superintendent, San Diego county schools, secretary; F. F. Martin, Santa Monica, treasurer.

Owing to serious illness, Mr. Clifton was unable to be present. Pansy Abbott, San Mateo county superintendent, presided capably in his stead.

At the election, all of the officers were re-elected with the exception of F. F. Martin. Elmer L. Cave of Vallejo was elected treasurer.

Ezra E. Smith, Riverside county superintendent, was chairman of the resolutions committee. William G. Paden, Alameda county superintendent, was chairman of the nominating committee. Walter Bachrodt, San Jose city superintendent, was chairman of the legislative committee.

Addresses upon the work of the California Teachers Association were made by Willard E.

Givens, president of the Association, and Roy W. Cloud, state executive secretary.

Dr. E. H. Staffelbach, San Jose State Teachers College, reported for the committee studying school administrative units.

The **California Congress of Parents and Teachers** held an interesting luncheon meeting, at which addresses were made by Dr. J. M. Gwinn, Mrs. William J. Hayes, J. H. Bradley, Mrs. J. W. Bingham, George C. Bush, Mrs. G. E. Pomeroy and Roy Good.

Superintendent Walter R. Hepner of San Diego presided at a city superintendents dinner. Mrs.



Vierling Kersey

Lucille M. Reed, physical education supervisor for girls, Contra Costa county schools, presided at a physical education supervisors luncheon.

Joseph Murray, Tulare county music supervisor, presided at a music and art supervisors luncheon.

Dean E. P. Cubberley of Stanford University School of Education and Professor Frank W. Hart of the University of California contributed important papers to the meetings.

A beautiful vesper service was held Sunday evening, featuring a very fine musical program and greetings by San Francisco civic leaders.

**F**OLLOWING the convention, on October 13, a joint meeting was held of the Western Association of Colleges and Universities and the California Society of Secondary Education. Dr. E. C. Moore of U. C. L. A. presided; A. J. Cloud was secretary. At this meeting a critical analysis was presented of the Carnegie Foundation Report. We take this opportunity to call attention to the conclusion by State Superintendent Kersey in his appraisal of the report:

"Consideration of the report as a whole leads to the conclusion that if the recommendations are accepted in toto, in accordance with the expressed desire of the commission, the prevailing democratic characteristics of public education in California will be threatened, if not seriously and definitely impaired."

**T**HE Resolutions Committee brought in an excellent report, too lengthy for publication here, but which comprised,—

1. Appreciation to Mr. Kersey and all who co-operated in making the Convention so successful.
2. Honoring the late George W. Crozier of Inglewood.
3. Deprecating any attempts to curtail rural school supervision and urging the continuance of the program throughout the state.
4. Strongly approving Amendment No. 9, the Tax Transfer Amendment.
5. Pledging whole-hearted co-operation in the observance of California Public Schools Week throughout the state.
6. Commending the state superintendent for his stand against the Carnegie Survey recommendation which would remove the state teachers colleges from the control of the state board of education and state superintendent.

7. **Opposing** the proposed State Council of Educational planning and co-ordination as recommended by the Carnegie Survey.

8. **Opposing** the Carnegie Survey recommendation concerning the state board of education and declaring that "the interests of democratic control of our public institutions would be served best by a plan which would provide for the election of the State Board of Education by the people and the appointment by the Board of its chief administrative officer, rather than by the plan recommended in the report under which both the state board and its chief administrative officer would be appointive."

9. **Disapproving** any plan submitted by the Carnegie Survey for financing junior college and lower division schools.

\* \* \*

## California Education Leaders

Mrs. Hugh Bradford

**M**RS. HUGH BRADFORD of Sacramento is a native Californian, whose grandparents were among the pioneers of the state. She is a graduate of the public schools of Sacramento and of the University of California.

Following her graduation she taught two years as principal of the Esparto union high school and one year at the Auburn high school.

At the expiration of three years teaching she married Hugh Bradford, a graduate of the University of California and Hastings Law School, and the present city attorney of Sacramento.

Their son, Philip, is a graduate also of the University of California and a student of law; their daughter is Mrs. Raymond Russell of Sacramento.

Mrs. Bradford has been continuously interested in education and has served nine years as a member of the Sacramento county board of education and five years as a member of the state board of education. Believing that there should be co-operation between parents and teachers, she has been interested in developing the parent-teacher movement.

Serving in her own community as  
(Turn to Page 62)



Mrs. Hugh Bradford

# The Challenge of Educational Interpretation

ARTHUR F. COREY, *Assistant Superintendent of Schools, Orange County*

**E**DUCATION has lately enjoyed too much "publicity" and not enough "interpretation." The very word "publicity" smacks of propaganda, and much school publicity has unfortunately merited this odium.

Educational leaders have too often waited until an urgent need arose, and then frantically summoned assistance by a feverish campaign of publicity. The public has come to suspicion these sporadic attempts, and the day of their usefulness is over.

## Popular Distrust Alarming

Education as a profession may well view with alarm the seeming public distrust in its development, which is at present being exploited by interested minorities. If teachers are to retain the capacity to serve which comes with community leadership, they must foster the prestige which their profession should demand.

The popular disapproval of our educational system may find some source in the apparent lack of any general systematic attempt to consistently interpret educational ideals and methods to the public.

## Interpretation Brings Advance

Educational theory is already two decades ahead of general practice. Educational researchers have made tremendous advances, and now it remains for teachers and administrators to make real practical advancement possible by helping parents to understand and appreciate newer educational methods and objectives. When the public knows and understands its schools and their problems, adequate support will be forthcoming.

## Small Towns Show Need

Many school systems have carried on comprehensive, well-planned programs of continuous interpretation to their public. Unfortunately most of these systems are in cities where the problem is less acute than in none-urban districts.

*The place where the most interpretation is needed is the place where the least is being done. A large percentage of our people are in small towns and rural areas.*

Educational leaders in these communities have a challenging responsibility, that nothing of past educa-

tional progress be sacrificed because it is not understood. Those who face this challenge are of course not unmindful of its significance, but the press of many duties is apt to force into the background this imperative opportunity.

## Adequate Material Available

The surest guarantee of success in the program of interpretation is a careful survey<sup>1</sup> of what others have found helpful in other situations. Even a casual survey of the excellent material available to guide such a program will challenge any rural teacher or small town administrator with the varied possibilities for telling the people what their schools are doing and why.

**I**F members of the profession everywhere will help the people know and understand their schools, public education will only profit by the discomfiture of the present crisis.

1. An outline and bibliography of the field prepared by the writer of this article in collaboration with Dr. Osman R. Hull appears in *Nations Schools* 10:49 July 1932, under the title, "Vital Points in Planning Publicity."

\* \* \*

**Council of California School Library Association**, Northern Section, which consists of officers and heads of the committees, met in the Sir Francis Drake hotel, San Francisco, September 24 and outlined plans for the year's work.

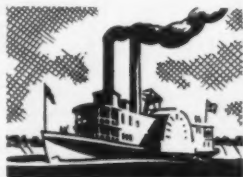
On October 22 a meeting open to all school librarians and those interested in the school library profession was held in the California hotel, Fresno; Florence Baker, Technical high school, Oakland, presiding at the business session.

A book luncheon in charge of Margaret Girdner, Galileo high school, San Francisco, was well attended. There were round table groups for junior college, teachers college, senior high school, junior high school and elementary school.

\* \* \*

The November bulletin of the California School Library Association, Northern Section, features **Book Week**. Those interested in ideas and suggestions for its observance may secure copies of this issue from Mildred Beymer, Roosevelt junior high school, San Francisco, at 25 cents a copy.

The subscription to the bulletin, which is issued three times a year, is 50 cents. Each number contains much useful and valuable material. Why not subscribe for the three issues of this useful bulletin?



## A School Message

GLENN FRANK, *President of the University of Wisconsin*

Reproduced by courtesy of Wisconsin Journal of Education

**I**RUN the risk of seeming heretical in suggesting that a grave national danger to education lurks at the heart of the current concern with economy. That economy, drastic beyond anything we normally think, is needed in the conduct of our affairs no intelligent schoolman will question. The cost of local, state, and national governments has bent the back of the American people. Taxes have become a plague.

But there is a large element of blindness, blundering, and sheer insincerity in much of the hysterical campaign against public expenditures now sweeping the nation. By all means, let us stop waste. But let us be sure that it is real waste we are stopping.

It is interesting to note that we could dismantle every federal bureau and stop every civil function of the federal government—with the exception of construction, relief, loans for shipbuilding and the federal farm board—and still reduce the federal budget only 8 per cent.

The complete cost of the legislative, judicial, and executive activities of the federal government absorbs less than two-thirds of one per cent of the total federal budget. Almost three-fourths of the expenditures of the federal government are absorbed by our military costs and obligations growing out of past wars.

It simply is **not** the scientific, social, and educational services of the nation that create the real tax burden that bends the American back. And yet, throughout the nation, we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world.

We slash scientific bureaus. We trim down our support of social services and regulatory bureaus. We squeeze education. We fire visiting nurses. We starve libraries. We drastically reduce hospital staffs. And we call this **economy**, and actually think we are intelligent in calling it that.

Real economy waits upon far-sighted statesmanship that will effect deep-going local, state, and national, as well as international reforms. Indiscriminate budget slashings may set us back socially for a generation.

Now is the time for all administrators of public services to search their programs for every possible readjustment towards simplification that will reduce costs without reducing the quality of essential service and, with that done, to fight manfully to draw the distinction between real and bogus economy in public services.

*The above powerful statement, by one of America's most widely-known educational leaders, is of pertinence to California today.—Editor.*





# This Business of Athletic Coaching

DAN O. ROOT, *Head of Athletics and Physical Education*  
*Hilmar Union High School*

**A**THLETICS in the school program are properly placed in the physical education department. Those who take part in the athletic program are the boys who represent the best physical specimens that the school possesses. They do not need physical education as such that the school can offer, for in their ordinary living they acquire the proper exercises in sufficient quantity to keep them normally healthful.

Athletics, then, if they furnish nothing more than physical activity, are not fulfilling an educational need. But if athletics are properly conducted—and they are by most men in most schools—they contribute far more than any other single thing in the school program toward the basic principle and underlying purpose of our system of education—the making of good citizens.

Through the coach attitudes, ideals, principles, and practices are inculcated in the boys' activities that are actually carried out in the field of play. Then these things carry over and are applied in situations in their every-day living and hence can be extremely valuable.

If the coach is a poor loser; if he "crabs" at officials; if he teaches his boys, or permits his boys, to beat the rules of the game; if he condones the practice of his boys taking unfair advantage of their opponents in any way; if he sees flagrant violations of rules or conduct without immediate penalization of the offender inaugurated by himself (and whenever such a violation occurs it is his business to see it); if he coaches his boys, or permits his boys, to inflict physical injuries on opponents or to indulge in practices that might cause injuries to opponents; then that coach is not only **not** fulfilling his mission as an educator, but he is a very definite handicap to the progress of the school system in which he is working.

It is platitudinous to say that a coach is closer to the boys of the school than anyone else con-

nected with the school. Consequently he wields a tremendous influence both directly and indirectly. For this reason the patrons of the school have every right to expect that when the boys of the community are working with their coach they are in mighty good company.

The prime requisite for good citizenship is the ability to co-operate and put forth co-operative effort. Games of high organization, such as coaches are hired to teach, inculcate this, as well as the subjugation of self for the benefit and advancement of the group. Other attitudes that athletics may reasonably be expected to teach are fair play, generosity to adversaries, decency, quick, straight, and accurate thinking, straightforwardness, doing a task completely, and honesty.

As far as costs are concerned, in most cases athletics are self-supporting, and at times even contribute to the support of other worthwhile school activities, so from this standpoint there is no question as to their desirability.

From an educative standpoint, a coach who teaches his boys, or permits his boys, to violate the spirit of the rules of a game; to win or lose other than like gentlemen; to "get away" with confusing or baiting an official; or to make a noticeable violation of fair play and sportsmanship;—such a coach is harmful to the whole community, for the morale of a student-body never rises higher than the morale of the coach of the student-body.

A team in action very definitely reflects the attitudes of the man who has coached it, and he can justly be held accountable for their actions as a team and as individuals during the contest,

for his training, teachings, attitudes, and influence are then meeting the test as to whether they are justifiable in the light of the educative program.

Further, a student-body very definitely reflects the attitudes of the team it is supporting, and a community to a large degree reflects the attitudes of



the student-body. So, advancing on these premises, it is evident that the coach's influence is far reaching.

**P**ROBABLY the most unfair way possible to rate a coach is upon the number of games his teams win or lose, for there are too many factors over which the coach can have absolutely no control to make this justifiable. To one who coaches from the purely educational standpoint, the winning of games is not a life and death matter, but rather more incidental; and the athletic program and the playing of games is not primarily for the winning of games at any cost.

Any coach who has been in the business for very long will tell you that at times he has been disappointed in his teams while they were winning, and mighty proud, at times, of some of his teams in defeat. Naturally, if the game is worth playing, it is worth winning, and the will to win is something that the coach should impart to his boys. But this is done properly not by making it an end in itself but a desirable by-product of the coaching activities.

The opponents are trying as hard to win as the home team; they're working just as hard; and they want to win just as much; hence, if a school is in the kind of a league that it should be in—that is, where all the schools in the league are comparable in size, equipment, and time allotment—the school should not be expected to continually dominate the athletic situation in the league, but merely to win its share of games over a series of years.

#### How to Rate a Coach

Some things that a coach can fairly be rated upon are: the knowledge of the fundamentals of the sport in question which the boys possess; the means and modes of execution of the various elements of the play; the showing they make against the opposition they meet (and this requires a critical and expert evaluation of the opponent) whether they win or lose, for many teams have looked and been poor while winning and good while losing; and the conduct of his boys during and after the game.

The boys attitude toward and opinion of their coach is also a valid and valuable criterion of judgment. Boys are quick to sense lack of sincerity, inability, lack of knowledge, and lack of all other desirable qualities in their coach. They are never fooled for very long.

They should respect their coach, his opinions, abilities, methods, and techniques. It is not basic that they like him, but they should **not** dislike

him, and if they like him he'll be able to get much better results and do far better work.

*And in the final analysis, a coach is able to produce championship teams when he is fortunate enough to be working with a group of boys who are champions. It is to the personnel of championship teams that championship qualities belong, and they should be there credited.*

\* \* \*

**T**WO venerable and honored teachers of Yolo county are: **Mrs. Sarah Hayden**, 82 years old, whose home is Yolo; she began teaching in 1870.

**Mrs. Gertrude Freeman**, 94 years of age, began teaching in Yolo county in 1854; her home is Woodland.

Mrs. Rowena M. Norton, Yolo county superintendent of schools, reports that both of these aged ladies are still interested in the schools and in everything worth while.

\* \* \*

**Ernest J. Cuthbertson**, principal of the Lincoln School at Taft, reports that Dorothy Sewell, one of the 7th grade girls, wrote a **Safety Play**.

The pupils in her room presented it as a grade program to the entire school in the auditorium. The play, entitled "Watch Your Step," was a great success, with many humorous features.

\* \* \*

**Discovering Ourselves**, by Dr. Strecker and Dr. Appel, is an interesting volume of over 300 pages dealing with the human mind and how it works, published by **Macmillan Company**.

The authors tell us that perfectly normal people need not go through life handicapped by some mental quirk that sets them off as slightly different, odd, irritable, jealous, fearful or inferior.



**'ROOSEVELT'**

A great American example of self-development.

Back of all these commonplace phenomena of everyday life there are underlying causes to which the trained psychiatrist attaches a deep significance. We can change ourselves only after we have learned the causes of our trouble.

Drs. Strecker and Appel approach the subject in a way that will appeal to student and layman alike, bringing to bear on the whole problem their deep scientific knowledge and experience in dealing with people.

\* \* \*

**Pete W. Ross**, principal of Point Loma junior-senior high school, San Diego, and one of the outstanding veteran school men of Southern California, has resigned because of ill health.

Pete Ross has a host of friends throughout the West who will regret to learn of his severance of his long and successful educational work.

# School Efficiency in California<sup>1</sup>

WILLIAM G. CARR, *Director, Research Division, National Education Association*

**N**O simple formula for measuring state school efficiency has yet been discovered. Although various research agencies have been studying the problem since 1918, the factors involved are so complicated and differ so greatly from state to state that the exact measurement of state school efficiency must remain a problem for the future.

Nevertheless, comparisons between state school systems will continue to be made by both laymen and educators. It is desirable, therefore, that such comparisons be made as wisely and fairly as possible.

Although we have no formula for measuring school efficiency, it is entirely possible to name a number of factors which are generally conceded to be closely related to the efficient functioning of a school system. This article will report the standing of the state of California on five such factors. The factors selected are:

1. The proportion of children reached by the schools.
2. The holding power of the schools.
3. The salaries paid teachers.
4. The school environment.
5. The per cent of literacy.

At the present state of our knowledge of the problem no attempt will be made, nor should an attempt be made, to combine the data on these five factors into a single index number or rank.

## 1. The Proportion of Children Reached

The educational facilities of a state are effective only to the extent that they reach those for whom the schools are primarily provided.

<sup>1</sup> Based on: "Estimating State School Efficiency." *Research Bulletin* of the National Education Association, May, 1932, Vol. 10, No. 3. The Bulletin should be consulted for full interpretation and explanation of statistics presented.

If every child in California between the ages of 5 and 17 had attended school for 200 days in the year 1929-1930, the aggregate days of attendance would amount to 227,844,800. The estimated number of days of such attendance in both public and private schools is 154,228,592.

The amount of attendance recorded as compared with the aggregate amount of attendance possible is, therefore, 67.69%, giving California sixth place with respect to the amount of school attendance.

It is exceeded on this point only by Michigan, Massachusetts, New York, Maine, and Ohio, in order of rank.

## 2. The Holding Power of the Schools

The ability of the schools to hold pupils during that period of their school careers covered by ages 14 to 17 inclusive is a strong indication of efficiency.

It must be granted, of course, that economic forces play an important role in the elimination of some children from school at an early age. It must also be recognized that merely keeping a child in school may or may not produce a worthwhile educational result.

Nevertheless, the holding power of the school, involving as it does a complicated array of forces reaching into every phase of the school organization from the administrative machinery to the personality of the teacher, may be regarded as a far-reaching indication of the functioning of the school system as a whole.

In 1930 California had 333,367 children aged 14, 15, 16, and 17 years. Out of these children, 298,867 were attending school of some kind—public, private, or parochial; full-time or part-time; day schools, night schools, con-

## Summary

California in 1930 ranked uniformly high on all of the five factors related to school efficiency described above. In no instance does it fall below the upper one-sixth of the states.

It ranks **first** in holding power and **second** on both teachers salaries and value of school property.

Its lowest rankings are on attendance and literacy, on which it held sixth and seventh places respectively.

In order to maintain the places it has gained among the states California should put forth every effort to increase school attendance and to continue the drive to eliminate illiteracy.

tinuation schools or colleges. Thus measured, the holding power of the California schools is **89.65%** of the maximum possible. No state in the Union reaches California in this per cent and the state, therefore, ranks **first** among all the states in the Union with respect to the holding power of its schools.

### 3. The Quality of Teaching Provided

School efficiency depends more upon the quality of teaching than upon any other single factor. If accurate data could be secured concerning the teaching ability found in the schools of each state, we would have an unusually reliable measure of school efficiency. Lacking such a direct measure, most educators turn to the measure of the amount of training.

Although even this measure is not available for all states, it is generally true that those states which have relatively well-trained teaching staffs also pay relatively high average salaries. The salary paid teachers is thus an indirect measure of the teaching ability, but it is proposed as the best evidence available for all states at the present time.

Comparisons among the states with respect to teachers salaries, however, must not be made without due consideration to such factors as the relative cost of living in the several states and the relative skill of school administrators in the several states in selecting the best quality of teaching service obtainable for the salaries paid.

With these cautions in mind we note that the average salary paid teachers, principals, and supervisors in California in 1930 was **\$2123**, giving California **second** place on this factor. It is exceeded only by New York.

### 4. The Material School Environment

Other things being equal, comfortable, attractive, and well-equipped schools are likely to produce better results than those having opposite conditions.

The money invested in school property is thus an indirect measure of one phase of school efficiency. The skill with which this money is spent and the wisdom with which school buildings are planned, built, and equipped also contribute to a degree which cannot be exactly determined.

The value of public school property is estimated by the several state departments of education every two years and reported to the United States Office of Education. The instructions concerning this report strongly urge the use of original cost figures as being the most likely to be accurate. Not all states, however, are able to follow these instructions.

The value of school property per pupil enrolled was reported for California in 1930 as **\$400**. Again California receives a rank of **second** place among the 48 states, and again it is exceeded only by New York.

### 5. Per Cent of Literacy

Ability to read and write on the part of every youth and adult is indeed a low educational goal. However, since some states receive a large immigration with an unusually high degree of literacy, it is desirable here to limit comparisons to native-born persons only.

In the total native-born population of California, both white and colored, it was found by the census of 1930 that **99.67%** of persons 10 years of age and older are able to read and write. This gives California a rank of **seven**.

Only six states—Nevada, Wyoming, Montana, Utah, Oregon, and Washington—rank higher than California on this point.

\* \* \*

## Philosophy of an Unemployed School Teacher

CATHARINE WHITCOMB HORSEY, *Santa Barbara*

**T**O sense the depths,  
But with understanding sustain the illusions  
That shield the gash of life's ironies.

To reach beyond,  
With an assurance of ultimate satisfaction,  
Unmarred by small disappointments.

To give freely,  
Respecting well the being and feeling of others;  
Pouring, yet not wantonly.

To accept slowly,  
With cautious discrimination,  
But once accept, accept wholly.

To gaze steadily,  
That blindness may not defeat clear sight;  
And—to taste all Life drags to my door.

Nay—if she fails to fetch my desires  
I'll out to seek them myself.

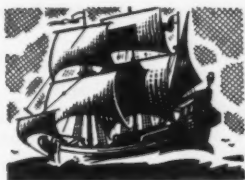
\* \* \*

**The Bright Feather** and other Maya tales by Dorothy Rhoads, illustrated by Lowell Houser, is a beautiful volume of stories for children, published by **Doubleday Doran & Company**; price \$2.00.



## A Creative Pageant

H. S. UPJOHN  
*Superintendent of Schools,  
 Long Beach*



has been greatly reduced, at least for the time being.

Many of the children now at work, however, have been driven prematurely into industry by the long-continued unemployment of adult relatives. Some of the less scrupulous small concerns take advantage of the

**A** NINTH grade class of Hamilton junior high school, Long Beach, following an integrated course of study in social science and English, wrote a pageant during the year around the central theme of the course, the development of American Democracy. The pageant was presented as the culminating activity of the year's work.

The class selected six phases of this development and working in committees did the necessary research. Dramatic and lyric writings were submitted by individuals to the class for criticism and selection.

The musical score was composed by the same group of students in the harmony class. Several members of the class united with an elective art class in designing the stage sets.

Two phases of the work were not done by the class which wrote the pageant. The costumes were selected from the school and playground wardrobes by the home arts classes. The carpentry and lighting were done by the shops.

In creating music for an integrated program, the student must be given tools for such work: scale patterns, key signatures, triads, chord formation, inversions, accent and rhythm, melody line, form, instrument range and color. All these theory elements must be presented and rules given for their use. After the musical foundation is laid, the student is equipped to put his musical ideas on paper. He knows the music language.

The students composed four-part mixed choruses, four-part boys glee and three part girls glee numbers, vocal solos and duets, violin trios, trumpet duets, cello numbers, vocal solos with flute obligatos, an overture, piano solos; in fact all the music for our pageant, "America Triumphant."

\* \* \*

## Depression and Child Labor

NATIONAL CHILD LABOR COMMITTEE

**N**ATIONAL Child Labor Day, January 28-30, 1933, under auspices of the National Child Labor Committee, takes on a new significance with the prolongation of the depression. The total number of children employed

situation to work young girls excessive hours, at starvation wages. Beginners earning \$3 a week or less in textile and clothing manufacture have been reported from Connecticut, Massachusetts, New Jersey, and Pennsylvania.

No less important is the education and welfare of the boys and girls for whom no jobs are available. But the schools, **which ought to be offering increased facilities**, are faced in many sections of the country with reduced appropriations.

School terms are being shortened, the teaching force curtailed, attendance work reduced, vocational training and guidance programs suspended, and building plans cancelled. Handicapped as they are, educational systems have been unable to hold or to recall a large percentage of the boys and girls for whom industry no longer has room.

The Federal Childrens Bureau estimates that there are upwards of half a million boys and young men under 21 years of age drifting about the country on foot or jumping freight-trains in a fruitless search for work.

Most cities, with local relief agencies already taxed by community needs, move these boys on with no more than a night's lodging and a meager meal or two, and without any real attempt to solve the problem of their re-absorption into the social fabric.

A numerical reduction therefore in the number of child laborers is not sufficient, without alternative provision for constructive training. Never has the need for the strengthening of our educational structure been more urgent than now.

**C**HURCHES, schools and clubs wishing to plan a program for National Child Labor Day are invited to send to the National Child Labor Committee, 331 Fourth Avenue, New York City, for free material, including an outline of the status of child labor and education in California.

## A Lettery Play

**T**HIS program was given at a P.-T. A. meeting by the pupils of the first grade of the Yorba Linda school of Orange county; Etta B. Snedecor, Teacher; Mrs. Mabel N. Paine, Principal. It was written<sup>1</sup> by Mrs. Snedecor.

*Pupils enter, each carrying the letter he represents, and form semi-circle at back of platform. B, D, P, and Q are absent.*

**A** (stepping forward)—We are 26 of your very best friends. Without us you couldn't read a newspaper, or write a letter, or make a check to pay the milkman. To lose us would be worse than having the bank go broke.

*(Returns to place)*

My name is A. Sometimes I tell my name, and sometimes I say a.

*(Delay because of B's absence)*

**C**—I am C. Sometimes I say c, and sometimes c.

**E** (after looking about for D)—I am E, and I often say e. I can say other things, too, but not today.

**F**—I am F, and I always say f. *(Giving sound.)*

**G**—I am G, but I get tired of always saying the same thing, so I sometimes say g, and sometimes g.

*(B, D, P, and Q enter, somewhat noisily)*

**C**—Where in the world have you fellows been?

**B**—Oh, we got all mixed up, and we've been out there trying to unmix ourselves.

**P**—It's a nuisance to look so much alike! I don't wonder the children can't tell us apart.

**D** (to I)—Am I B, or D?

**I**—You're D.

**D** (to B)—Well, then, you're B, and you belong there, and I here.

*(B and D takes places in line)*

**N** (to P)—And you're P. Get right in there.

**U** (to Q)—You stand right beside him.

**A** (to B)—Now say your piece.

**B**—My name is B and I always say b. *(Give sound.)*

**D**—And I'm D. I'm glad I have one sound, or I'd get worse mixed up than ever. I say d.

**P**—And I—

**H**—Wait, it's my turn. My name is H, and I say h.

**I**—I am I, and I say i or i. Next year I'm going to say some more things.

**J**—My name is J, and I say j.

**K**—I am K, and I say k.

**L**—I am L. I say l.

**M**—My name is M, and I say m.

**N**—My name is N, and I don't believe in saying one thing at one time, and something else another, so I always say n.

**O**—My name is O, and I can say a lot of things, but today I just say o and o.

**P**—I am P. I guess I'm not very smart, because all I can say is just p.

**U** (leading Q forward)—This is my friend Q. He's dreadfully bashful, and he won't say a word unless I stand beside him, and then together we say (Q and U together) qu.

**R**—I am R, and I always say r.

**S**—My name is S. Sometimes I say s, and sometimes s.

**T**—I am T, and I just say t.

**U**—My name is U, and I say u and u.

**V**—I am V, and say v.

**W**—I am W. I sound like the wind, oo oo oo.

**X**—I am X. Some folks thing I don't amount to much; but just look at all the work I do in the multiplication table.

**Y**—My name is Y. Sometimes I say Y (as in yes) and sometimes I take the place of I, and say i or i.

**Z**—I am Z. I make a noise like a big bumble bee, z-z-z.

*(A, E, I, O, U step forward)*

**E**—We are very important letters and we have a name all of our own. We are vowels.

**I**—Wait, Y isn't here.

**U**—Come on, Y.

**Y**—I'm not always a vowel.

**A**—We know that, but you come along. We need you to finish up words.

**E**—As I said, we are very important letters. You can't make even the tiniest word without us.

**S**—They needn't feel so proud. I guess we've got a name, too. We're consonants.

**E**—You know how Cinderella's fairy godmother made her a coach out of a pumpkin; well, I can do magic, too. Let me show you. A and T, come here. Tell your sounds.

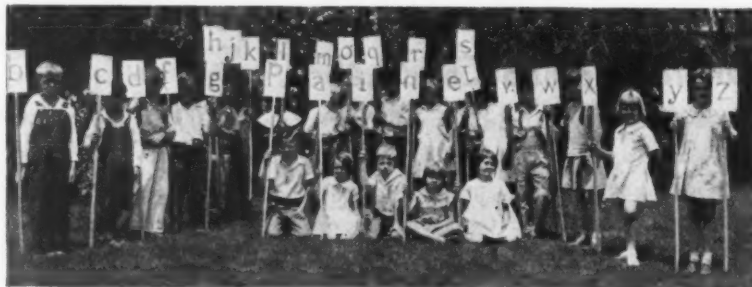
**A and T** (give sounds)—a, t, at.

**E** (stepping beside T)—Now!

**A and T**—a, t, ate.

*Continue, changing pin to pine, hop to hope, and cut to cute.*

**W**—Let's tell the rule.



1. All diacritical marks are omitted in this printing.

**Al**—When a word ends with silent e, usually the vowel is long.

**A**—I know a magic, too. Come here C, O, and T. What is your word?

**C, O, and T** (give sounds)—c, o, t, cot.

**A** (stepping between O and T)—Now what do you say?

**C, O, and T** (sounding)—c, o, t, coat.

Continue, changing bed to bead.

**I**—I can do that. (Calls) R, A, N. What do you say?

**RAN** (sounding)—r, a, n, ran.

**I** (stepping between A and N)—Now tell your word.

**RAN**—r a, n, rain.

Continue, changing mad to maid.

**O**—Now what is the rule for that?

**Al**—When two vowels come together in a word, usually the first is long and the second silent.

**H**—I know some tricks. (Beckons C, who comes to stand beside him.) We are the fellows who make things go, ch ch ch.

Calls S.

**S**—We put the baby to sleep. sh sh sh.

**T** (standing beside H)—We say th th.

**H**—And when we get tired of that we say th th.

**W** (standing beside H)—We are the folks who ask questions.

**W and H**—Who, when, where, which, what, why.

**G**—Now what can we do?

**I**—Let's spell the name of our principal, Mrs. Paine. Come on.

P, A, I, and N stand in line

**B**—Something's wrong; she's not that kind of a pain.

**E** (running up)—Oh, pardon me! I forgot.

**I**—Are we all right now?

**G**—You don't look just right to me.

**O**—I know what is the matter. (Runs to P and turns his letter to show capital.)

**O**—Don't you know that when you are the first letter in a name you must stand up big and tall?

**P**—All ready now! (spell) P-a-i-n-e, Paine.

**B**—Now let's spell the name of our school.

Letters line up, A trying to be in both places at once, and both words trying to keep her. At last she runs to the door and blows a whistle. Another A comes running. A places her and then takes her own place. Letters spelling the name bow, saying Yorba Linda.

#### Class sings

Good-bye, ladies, we must go  
And make room for our betters.  
After all we've said, we know  
You'll not forget your letters.

## Gay Olympiad Time

MARJORIE MOYER, A-8, Graham School, Los Angeles

**P**OM-POMS waving over the crowd,  
Cheering and yelling, long and loud;  
Banners are floating in the air,  
All the world's represented there.  
All streets crowded with foreign people,  
Inspecting even a tall church steeple.  
Harken to the peel of a chime!  
That's the gay Olympiad time.

Contributed by Julia D. Mahoney, Teacher.

\* \* \*

**Normal and Elementary Physical Diagnosis**, by Morrison and Chenoweth, is a widely-known and authoritative text published by **Lea & Febiger**.

A second edition has been brought out, thoroughly revised; octavo, 376 pages, with 138 engravings and 3 plates; cloth, \$4.00.

This work meets the needs of students and teachers of physical education for a book which gives in everyday language the essential facts of normal physical diagnosis. New material has been added, and the text has been reset throughout and altered in the interests of style and clearness of presentation.

\* \* \*

**Far-Away Desert** by Grace Moon, illustrated by Carl Moon, is a new junior book by Doubleday, Doran and Co.; \$2.00. The Moon books on Indian life are highly meritorious, and of much interest and value to children.

\* \* \*

## Basic Readings in Social Studies

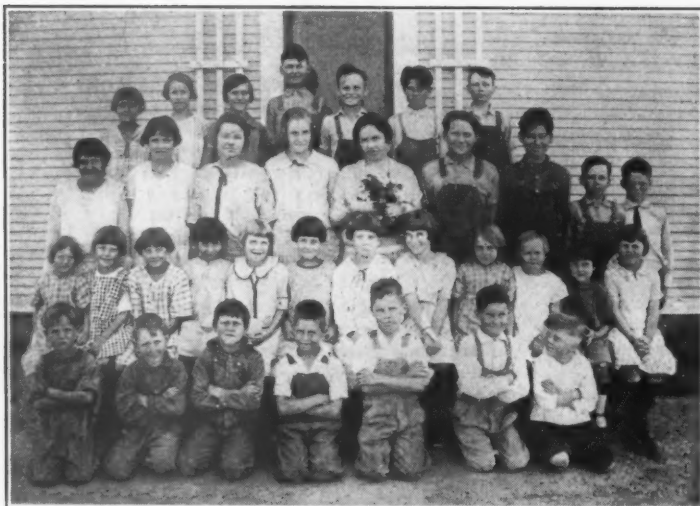
**A**N experiment in social instruction has been launched by the American Council of Education. Under the series title "**Achievements of Civilization**" a number of short, attractive reading units have been published which are designed to supply pupils with accounts of the way in which social evolution has produced such institutions as the alphabet, number, weights and measures, the calendar, and governmental regulation.

Each unit is a single brochure of 32 or 64 pages, fully illustrated and written in a style which will appeal to pupils in the upper grades and the high school.

The brochures contain scholarly information of the highest type expressed in the simplest language. The titles of the first three numbers of the series are "The Story of Writing," "The Story of Numbers," and "The Story of Weights and Measures." Brochures dealing with other social institutions are to be added to the series from time to time.

The prices for single copies are 20 cents for the first brochure and 10 cents each for the second and third. Discounts are given on orders of 25 or more copies. The brochures can be secured by addressing the committee on materials of instruction of the **American Council of Education**, 5835 Kimbark Avenue, Chicago.





A typical California rural school. These country boys and girls rate high in native intelligence, manners, and resourcefulness.

## Interchange of Teachers

ESTHER BUTTERS

*Chairman of Educational Legislation  
American Association of University Women  
Stockton*

**A**T the forthcoming session of the California Legislature a piece of educational legislation will be proposed which concerns all teachers. It has an especial appeal for all who are interested in the international viewpoint.

Sponsored by the California Branch of the American Association of University Women and backed by the C. T. A., a bill has been prepared to legalize exchanges between foreign and California teachers. Heretofore, because of the anti-alien law, the State Board of Education has not been able to issue certificates to foreign teachers, even for temporary periods of exchange. Exception clauses in the law have permitted exchanges in private schools and in the state university, but the public schools were not provided for in these exceptions.

For several years exchanges (arranged by an international committee of the American Association of University Women) have been carried on in numerous states, among them New York, New Jersey, Massachusetts, Wisconsin,

Michigan, Washington. The terms of these exchanges have been that an American secondary school teacher and a foreign teacher from a school of corresponding rank exchange positions for one year, each teacher agreeing to return to her own school the following year.

To clear the way by which temporary certificates can be issued in California to such foreign exchange teachers, the A. A. U. W. has had a bill drawn by A. E. Lentz, legal advisor to the State Board of Education; which bill has been numbered 5.408.

In answer to any questions that might arise about the value of such interchange

of teachers, the results of experience should speak louder than could any theoretical setting forth of the consequent broadening of viewpoint of students, faculty, the two teachers most concerned, or of the community at large.

Here are excerpts from letters of superintendents and principals who have had exchange teachers in their systems:

"Miss \_\_\_\_\_ has been able to adjust herself to the demands of our institution very readily. She is highly respected by the students and is especially enjoyed by them outside the classroom as well as in her classes. I cannot see the slightest reason why there should be any objection to an exchange of this kind if arrangements are carefully made.

"It would be my recommendation that any state law which interferes with such an exchange be repealed."

"In both cases the teachers from across the sea were found to be progressive, likable, fine





disciplinarians, and with a real wealth of new ideas—new from our point of view—that we found of real value to us. Personally I should like to see many more of our teachers have the same experience."

"I can see nothing but genuine benefit resulting from this practice of exchanging teachers, so far as it would include the average run of sane, earnest, hard-working teachers."

"I think that Miss \_\_\_\_\_'s work was the finest piece of work I have ever witnessed. Any state that denies itself the privilege of these contacts is missing a great deal."

\* \* \*

## Association for Childhood Education

### Its History and Objectives

MRS. EDITH B. AUSTIN, *Berkeley*

FOR many years the kindergarten movement throughout the country has gained strength through the organized efforts of the International Kindergarten Union, founded in 1892.

In 1915 the National Primary Council began to serve the primary classroom teachers through its organized efforts. Two years ago the I. K. U., recognizing the trend in education to meet the needs of a changing civilization, changed its name to Association for Childhood Education, thus opening its doors to both the National Nursery School Association and the National Primary Council.

The meeting of the Association for Childhood Education held in Washington last May was the first meeting of this unified nursery-kindergarten-primary group.

California was represented at this meeting by **Katherine McLaughlin** from U. C. L. A., who served as vice-president of the national association 1931-1932; **Elizabeth Sawyer** from Los Angeles; the official delegates, **Mrs. Genevieve Anderson**, Los Angeles, president of California Kindergarten-Primary Association, **Mrs. Edith B. Austin**, Berkeley, president of Bay section Kindergarten-Primary association; **Evelyn Chasteen**, recording secretary for the state association and president of Oakland Kindergarten-Primary association, also serving as delegate from the Bay section; **Mrs. Josephine O. Hagan**, president of Los Angeles Kindergarten - Primary club.



## Clock Judgment

MRS. ANNE K. GRANLEES, *Lodi*

**L**ATE again!"

The culprit stood within the door  
And flinched beneath the varied looks  
Of pedagogue, and boys, and girls,  
Who raised their eyes from study books  
To gaze askance, with disdain fine,  
At one who never came on time.

"Just wait awhile!"

A tired mother raised her eyes  
From where she stood beside a tub  
Of steaming suds that overflowed  
On piles of clothes that she must rub,  
And hang upon the line to dry,  
Nor stop to hear a baby cry.

"Hush, hush!"

The little girl—no laggard now  
But reaching over, lifts the child  
And softly soothes it in her arms  
And watches 'til she sees it smile,  
Then gently lays it in its place,  
To turn and wipe her brother's face.

"Yes, mother.

I have made the beds  
And set all other things to right  
You know—I didn't sleep so well  
For John's head hurt him all the night.  
Is there another thing to do?"  
The childish voice was sweet and true.

Yes—late again!

But never should the mother know  
The judgment of those crisp cool tones;  
Nor should her secret reach the ears  
Of those who came from other homes  
Where maybe mothers did not sigh  
Nor tiny babies fret and cry.

\* \* \*

Claremont Colleges announces the opening of **graduate work in social psychiatry** under the leadership of Dr. Norman Fenton, director of the California Bureau of Juvenile Research.

The program of study and research is designed to give mature graduate students a vivid appreciation of the social implications of mental abnormality. Students have an opportunity to learn about the efforts of the state, the counties, and the communities of California in seeking to meet the social problems arising from mental defect and disease.

Clinical demonstrations, observation of therapeutic procedures, and first-hand contact with the actual work of the state institutions are an integral part of the program of training.

## Teacher Retirement and Economy

F. J. HIGHFILL, *University High School*  
*Los Angeles*

**B**OARDS of Education everywhere are aware of the fact that it is "good business" (!) to hire as many teachers as possible who are rated near the minimum salary, or at least below the maximum, rather than become "over-supplied" with maximum salaried teachers.

But perhaps boards have not realized the actual savings made possible by having an **adequate retirement law** that would make retirement **compulsory** rather than optional after a reasonable period of teaching service.

Therefore, we set up two cases, by supposition, in the city of Los Angeles for junior and senior high school teachers, based on the salary schedule as adopted July 28, 1932, by the Board of Education. In order to make the problem clear, plain, and simple we will suppose that there are two "one-teacher" schools in Los Angeles.

In one of these schools (A) the Board makes an adequate retirement provision for its teachers so that retirement is compulsory after 30 years of service. In the other school (B) no retirement provisions are made.

Each teacher becomes permanent after three years probation and continues long after she is physically unfit for the best teaching service.

Suppose that each teacher under these conditions continues teaching for an average length of 40 years. Then here are the financial results as revealed in a simple arithmetic problem.

In 120 years School A employs only three different teachers—each teacher for a period of 40 years. In the same period of time, 120 years, School B employs four different teachers—each for a period of 30 years. Note the amounts paid for teachers salaries in the two separate "one-teacher" schools over the same period of time based on the same salary schedule.

### School A

*In each case we assume 10 months salary per year. Each teacher starts as a beginner.*

Teacher No. 1		
Years Employed	Salary	
1.....	\$1,660	40 years lifetime
2.....	1,660	13 years below maximum
3.....	1,750	27 years on maximum
4.....	1,840	
5.....	1,930	\$ 2,840—maximum
6.....	2,020	" 27
7.....	2,110	18,880
8.....	2,210	5,680
9.....	2,310	\$76,680
10.....	2,410	
11.....	2,510	



Mark Keppel, former president of California Teachers Association and for many years prior to his passing, Los Angeles county superintendent of schools, is remembered by the C.T.A. through its Mark Keppel loan fund.

12.....	2,620
13.....	2,730
1st 13 yrs. ..\$	27,760
Last 27 yrs.	76,680

\$104,440—lifetime salary to teacher No. 1
104,440—lifetime salary to teacher No. 2
104,440—lifetime salary to teacher No. 3

**\$313,320—Total amount paid to teachers salaries in School A in 120 years.**

### School B Teacher No. 1

1st 13 yrs. ..\$	27,760
Last 17 yrs.	48,280

76,040—Total amount to teacher No. 1
76,040—Total amount to teacher No. 2
76,040—Total amount to teacher No. 3
76,040—Total amount to teacher No. 4

**\$304,160—Total amount paid to teachers salaries in School B in 120 years.**

\$313,320—Amount spent for salaries in School A
304,160—Amount spent for salaries in School B

**9,160—Actual savings in School B**

Now suppose the \$9,160 go to the retirement fund for the four teachers employed in School B.

$$\$9,160 \div 4 = \$2,290$$

Therefore the sum saved is equal to the amount of \$2,290 for each teacher employed.

The life salary was \$76,040.

	.03+
76,040	2290.00
	2281.20
	8.80

Therefore the actual savings brought about by reducing the average number of years taught per teacher from 40 years to 30 years is equal to 3% of the teachers salary.

IF Board of Education would set aside 3% from the regular school funds, plus 3% of the teachers salary, contributed by each teacher, and the combined contributions safely and properly invested throughout the years, adequate provisions could be brought about for the retirement of teachers on a compulsory retirement plan.

This plan would not cost the taxpayer an extra dollar but would guarantee the possibility of providing boys and girls with the most active and most efficient teachers.

## California Teachers Retirement Fund

### A Statement of Present Status

MARION H. KETCHAM, *Assistant Secretary, State Retirement Board, Sacramento*

Receipts for 1931-1932		Receipts since August, 1913	
Teachers donations.....	\$ 519,845.65	\$6,022,618.21	
Inheritance tax.....	686,789.57	5,909,037.18	
Net interest.....	204,802.91	1,329,146.20	
Total receipts (for year).....	\$1,411,438.13	(since 1913) \$13,260,801.59	
Cash on hand at beginning of year.....	131,429.97		
	\$1,542,868.10		
Disbursements for 1931-1932		Disbursements since August, 1913	
Retirement salaries.....	\$ 711,164.66	\$7,307,883.44	
Office salaries.....	17,326.78	172,285.23	
General expense including furniture.....	3,658.47	42,838.48	
Total expenditures.....	732,149.91	7,523,007.15	
Investments.....	760,035.72	5,687,111.97	
Cash on hand at close of year.....	50,682.47	50,682.47	5,737,794.44
	\$1,542,868.10		\$13,260,801.59

Growth of Annuitants Payroll to June 30, 1932		Annuities granted to June 30, 1932.....	
Names on payroll March 31, 1932.....	1,594	Names on payroll June 30, 1932.....	1,587
Died or resumed teaching.....	18	Died or resumed teaching since 1913.....	795
Net payroll for March 31, 1932.....	1,576	On payroll June 30, 1932.....	1,587
New names <sup>1</sup> added at end of June, 1932..	11	On payroll June 30, 1931.....	1,504
Names on payroll June 30, 1932.....	1,587	Net growth for past year.....	83
Disabled annuitants .....	421		
Service annuitants .....	1,166		
Total .....	1,587		

1. New names added at the end of June, 1932, include the name of one teacher who was reported March 31 as removed, but who was restored with back pay from January 1 when the Board met again in June.

## A California School Radio Broadcast

VIRGIL E. DICKSON, *Assistant Superintendent of Schools, Berkeley*

**I**N September Station KYA began its presentation of the Bay District school broadcast, given under auspices of the National Broadcasting Company, in co-operation with the superintendents of schools in San Francisco, Oakland, Berkeley, and Alameda.

This co-operative effort in radio classroom education is initiated on an experimental basis, to provide a service to Bay District schools without cost for the broadcasting service. The lessons are broadcast on Tuesdays and Fridays from 9:15 to 9:45 a. m.

During the first two months of the experiment the lessons are for the low fifth and the low sixth grades. Each of the four cities presents its fourth of the lessons. Berkeley and San Francisco have taken the first month; Oakland and Alameda the second month.

A committee consisting of the superintendents of the four school systems or their delegated representatives is in complete charge of materials to be broadcast, subject only to review by the National Broadcasting Company to check on copyright materials.

The committee has expressed its intention to plan lessons in such a manner that they can be received by the ordinary class in the ordinary classroom. A few observations may be drawn from our experience to date.

It is a well-known fact that school children can be brought before a loud speaker to listen to a lecture, a dramatization, or a musical performance. Occasionally pupils may be controlled for such a listening period so that they are actually interested and attentive for the standard fifteen-minute period for broadcast.

More often, however, the majority of pupils in a classroom group will **not** hold their interest and attention to that which comes from the loud speaker for more than a few moments. If they do it is because the material being presented is of an unusual nature, often foolish or containing spectacular changes and surprises. Music is probably an exception to this rule.

I doubt very much whether this kind of listening is whole-

some for children or sound from the standpoint of educational psychology.

### Pupil Participation

The best educational practice demands that pupils receiving a school broadcast should be placed in a situation as closely as possible resembling good classroom procedure. It seems desirable that pupils listen for these classroom lessons in their own classroom and in the presence of their regular teacher.

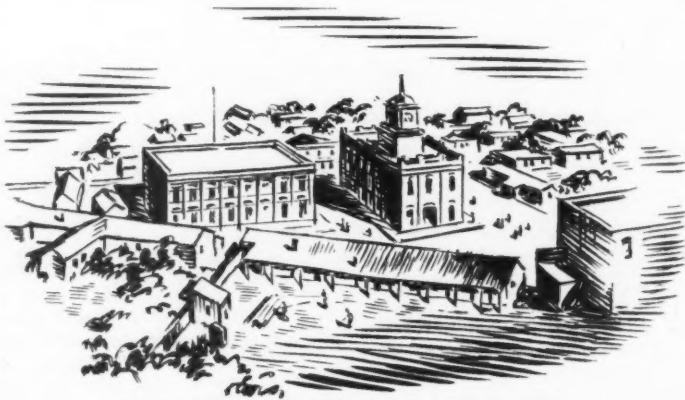
I think it desirable, even necessary, that pupils participate during every radio instruction period at intervals not longer than two or three minutes apart, by actually doing work which is assigned and directed by the radio broadcaster, and which can be checked or graded as any other class work is.

This requires that the broadcaster give specific directions which every pupil is required to do.

A lesson prepared for broadcasting can be similar in technique to that which is followed in giving such a test as the Terman group mental test which has frequent periods of instruction followed by timed periods of work for the pupils.

One difficulty in this plan is that there are "silent spots" in the air. This the broadcasting company does not like. The general public which, of course, can listen to any school broadcast, is unable to understand these "silent spots."

When someone who is not intent on taking the lesson is listening to a broadcast and his radio suddenly stops and the air is silent for one minute or two minutes, that person is likely



Los Angeles County Courthouse, as it appeared in 1869.



to think something is wrong with his radio set. He jiggles his dial and searches for the station which is lost or calls for help to fix his radio set.

On the other hand, good classroom practice demands that pupils be given time to think and act in accordance with specific instructions.

### How to Meet This Difficulty

We have experimented with a lesson plan to eliminate this "silent spot" difficulty. In these lessons the radio instructor gives directions to the pupils by which they learn and perform a certain technique. The pupil works on a lesson sheet which he has and does all the work of these sample assignments under Roman I.

When this particular technique has been developed as far as the broadcaster wishes he says, "At the close of the radio instruction you will demonstrate that you know how to do the kind of things which we have just learned by solving problems which have been prepared for you and placed under Section III at the bottom of this page."

The instructor then proceeds to Part II of the recitation which is again developed by means of work as a sample lesson.

At the end of this second sample of instruction, if the lesson period has been finished, the instructor directs that "under Roman III at the bottom of your class sheet you will continue the work which you learned to do under Roman I, and under Roman IV you will continue to do the kind of work which has been demonstrated under Roman II. The loud speaker will now be turned off and your classroom teacher will give you ten minutes to do as much of the work as you can that is given in the assignments."

### Another Plan

Another plan may be feasible but has not yet been tried. This involves assignments by the broadcaster so that the classroom teacher places on the blackboard for the observation of the children sample lessons and performs sample operations, the broadcaster simultaneously directing the teacher what she is to do working on the blackboard, and directing the pupils what they shall do working at their desks.

If this lesson plan can be developed satisfac-



*Sutters Mill at Coloma, where James W. Marshall discovered gold on January 24, 1848.*

torily, it will enable any school anywhere to receive a lesson which is broadcast, **without** the direction and co-operation of a central administrative office through which must be sent the pupil lesson sheets which are required for every pupil who takes the lesson under the plan which the Bay District is now using.

It seems to me desirable, at the present time at least, that teachers and pupils who listen to radio lessons should be required to have authorization for such participation through the administration of the system of which that school is a part.

It could easily be possible that unregulated listening to radio lessons could become a serious problem after classroom instruction by radio becomes more common. Only a certain minimum of lessons can be profitable to one class or one teacher.

A careful supervision, therefore, of the number and kind of lessons to be received by any class is highly desirable. A class should be authorized to receive certain radio lessons and classes and teachers should be trained in how to listen in and how to make the most of radio instruction. This involves preliminary preparation and follow-up for every lesson.

Each school system, therefore, making use of the radio should certainly have some authoritative person in charge of direction and supervision of the classroom instruction by radio.

Several questions have been referred to me which I shall treat briefly as follows:

### What Subjects May Be Broadcast?

It appears to me that there are limited portions of almost any subject which is taught in the schools suitable to a lesson plan which can be used for broadcast. Undoubtedly some subjects are more easily adapted to radio broadcast

than others. It is equally true, I think, that the vast majority of instructional material in any subject is not suited for broadcast purposes.

#### Who Will Prepare the Lessons?

A master teacher or a supervisor of the subject who is thoroughly trained in the best modern technique of instruction, should be selected for preparing the lessons.

#### Who Will Broadcast?

Presumably the person who prepares the lesson. This, at first, at least, will add materially to the improvement in the lesson plans and the technique of instruction. It is doubtless true that in time it will be found that a person who is chosen for the quality of his radio voice and for his training in the technique of broadcasting, may be able to do a better job in presenting over the air that lesson which has been prepared by a master teacher whose radio voice and technique may not equal his ability in lesson planning.

#### Who Will Listen In?

As I have indicated before, I believe that the classes to listen in should be under supervision and direction. One of the greatest by-products, however, of this school broadcasting is the listening public which is brought into closer realization of methods used in the classroom, and is brought to a renewed interest not only in educational practices, but in actual learning. Many parents and others of the public listening in say that they are interested in the lessons and frequently, in the silence of their own home, try themselves out on the lessons which their children are doing in the schools.

#### What Will Radio Lessons Do For the Classroom Teacher?

First and foremost in my opinion, it will do absolutely nothing to replace classroom teachers or to reduce the number of classroom teachers required. Every lesson should be, on the other hand, an inspiration to every classroom teacher who listens in or who has her pupils take the lesson.

The radio lesson has been prepared by an expert teacher, one who has had a high degree of training and is qualified to present the best there is in method, materials, and technique of instruction.

The classroom teacher, therefore, is able to see the method used in a lesson which has

taken hours to prepare and she likewise sees exactly what each of her pupils is able to do without any assistance, on standard material presented by another person.

This enables her to check the power of each of her pupils absolutely independent of any personal relationship which she may have established in the conduct of her daily classroom activities.

I think that no intelligent observer would argue for a moment that classroom instruction by radio should ever be allowed to take more than a tiny fraction of the pupil's day away from the close and intimate personal contact between teacher and pupil which, after all, is the most valuable part of a child's educational experience.

\* \* \*

**Story of Our Republic**, by Irving P. Foote, is published by World Book Company. The reviewer is first of all struck by the physical attractiveness of this new history of the United States for beginners at about the fifth grade level.

The material has been selected and presented on the basis of a thorough understanding of children's interests and of the requirements for a beginning course in history.

The author writes in a way to hold the interest of children. In simple language he recounts the important and dramatic events in sufficient detail to make them realistic. Well-chosen pictures add vividness to the text.

\* \* \*

#### Oh Beautiful Clouds

**ROBERT A. HILL**, principal of Empire grammar school, at Empire in Stanislaus county, has sent us a happy bouquet of little poems by children of the 5th grade. Limitations

of space prevent publishing all of them, but we reproduce "The Clouds" by Pauline Flora:



Oh, beautiful clouds  
of white

What makes you  
so white?

Every day I see  
you in the beautiful sky,

Floating and sailing  
above us so high.

## "Matching"--A Step in Pre-Primer Reading

MABEL G. CRUMBY, *Assistant Professor of Education, State College, San Jose*

**T**HE modern primary teacher's first step in teaching reading is to get her children to read the co-operative stories which they have made and the Mother Goose rhymes which they have memorized.

In this way she hopes to give the child the idea that reading is meaningful—that the printed symbols are a substitute for talking. She also expects him to get two eye habits—the eye swing from left to right and down the page.

At first she is not worried if he does not get words. She knows that if he reads many stories which contain the same words he will gradually become conscious of them.

Since the teacher's primary aim, at first, is not to teach words, is there a place for the **matching** of words with the small child? Even when sentences are matched, are we thinking in terms of words and even worse, in terms of letters? No.

For example, we have the chair labeled, and give the child a duplicate label to match, but not for a long time are we going to ask him the meaning of the symbol "chair," when it is not attached to the object.

Our purpose in these beginning matching lessons is to get him to be conscious of the similarities of the configuration of words—the letters below and above the line, their length, their beginnings, etc. These exercises in matching will gradually help him to be observant with symbols.

Then much later, when he is becoming word conscious (by having had many words repeated in his co-operative stories) he will be more keen in observing. He will not be so apt to mistake such words as "log and dog," "hat and hit," etc.

The ability to **observe closely** is necessary to reading. We as adults often make mistakes in hastily reading the headlines in a newspa-

per. We guess one word to be another which is similar in appearance, which often gives a distorted idea.

**F**OLLOWING are some exercises in matching.

### Group Work

1. Co-operative stories and Mother Goose rhymes.

In printing this material the teacher makes duplicate charts. One is cut up into sentences and with the use of a holder the children make a chart similar to the undivided one.

2. The children draw pictures of any one article which interest them, as an orange, ball, cat. The teacher prints under these (as the children watch) "I am an orange," "I am a ball," "I am a cat." Duplicate strips are then made of this printing. The pictures are placed on the chalk-ledge and the children match.

3. On a table are placed toys or pictures of toys which are labeled, as dog, doll, airplane. A flash card is printed. "Bring me the——." As it is held before the child the teacher adds the name of a toy which has its duplicate label on the table. This makes a good lesson in silent reading.

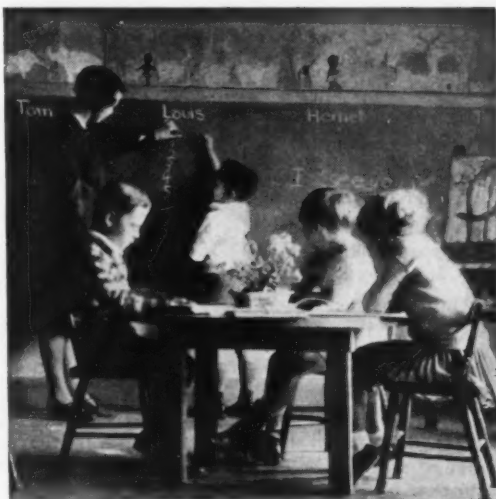
4. Objects about the room are labeled, as clock, door, chair. Children are given duplicate labels and match.

### Seatwork

5. Mother Goose rhymes, which the children know, are given them in print form, the same rhymes dissected in lines, a small holder made from tag-board and glued tape into which they place the lines in order.

6. A mounted picture which has been labeled. The label has been cut from the card in some irregular form. The matching of the card brings picture and label together.

7. A modification of



Purposeful drill has a place in every good school program.

5. The label is on the piece which has been cut off and also underneath the picture. The child then can match by either the card or by the symbol.

8. Mimeographed sheets of paper are given the children. At the top are labeled pictures of toys, as house, cat, horse, etc. At the bottom are about three duplicates of each label out of order. The child cuts out all duplicates and pastes under the correct picture.

9. Color, number, action, and noun charts on the wall make many seatwork possibilities for the small child before he can actually read. They should grow in difficulty. For example:

A. Draw a boy, a dog (the teacher will have to read the first two words to the child). The labeled noun chart is like a dictionary to the child.

B. Draw 2 boys, 4 boys (the teacher will have to explain to the child the effect of adding an "s" to the noun labels). The number chart comes in here.

C. Draw 1 boy yellow, 3 boys red. The color chart is added.

D. Draw 1 boy running, 1 boy walking. The action chart drawn with stick men is used.

IN all her duplicates the teacher must see that her printing and spaces of words are exactly alike—otherwise the child may become confused.

Matching of words usually meets with success. This is most important in these early reading lessons if we are to reach our greatest objective—the love for reading.

\* \* \*

## My Mountain Haven

THELMA L. THOMING, Marysville

OVERHEAD a sky of blue  
Pierced by granite cliffs of white;  
About pines of giant height;



Nestled trees of verdant hue  
Around a rustic lodge  
Whose smoke curls low o'er  
Roof of green.  
Partly hidden beneath the  
pines  
Dotting grassy slopes  
Are tiny rustic cabins.  
Granite boulders cast queer  
lines.  
Weird lights, shadows, on  
the floor, one finds.  
It's a haven of rest  
For those who are blest  
With love of nature's balm.  
Its beauty, at least,  
Will give you peace,  
The soul of you to calm.

## The Girl Athletes

ZELMA LANGDON HUXTABLE, Teacher  
John Muir Junior High School, Los Angeles

HERE come our maidens singing,  
Singing merrily;  
Sly minions! they come dancing,  
Dancing airily.

Now, the rhythm is changing,  
Changing rapidly;



See them nimbly tripping,  
Tripping warily?

Into squads they scamper,  
Scamper furtively;  
Restively they linger,  
Linger fretfully.

Soon, like leaves they scatter,  
Scatter instantly;  
"One," "Two," "Three," they number,  
Number eagerly.

Then a blithesome batter  
Poises cleverly—  
Thud, whist—a runner  
Courses speedily!

\* \* \*

San Jose State Teachers College Alumni Association will hold luncheons at Modesto, Stockton, Sacramento, San Francisco, Oakland and San Jose during institute dates, November 21-23. Plans and reservations will be made through the Alumni Appointment Office, State Teachers College, San Jose.



## Junior High Industrial Arts

BURTON H. ROWLEY

*Supervisor of Industrial Arts, Santa Ana*

**I**NDUSTRIAL Arts department of Santa Ana city schools sent out a questionnaire to 55 California junior high schools and 45 representative junior high schools throughout the United States.

Not more than two questionnaires were sent to any one city, and they were sent only to schools having an enrollment of 700 or more. Of these questionnaires, 35 from the California junior high schools and 37 from outside schools were returned, making a total of 72 or about 72% returns. In summarizing the findings of this questionnaire, it was found that:

1. The most popular subjects offered in nearly all junior high schools are, in order of predominance:

- Rank 1. Wood Shop
- Rank 2. General Metal
- Rank 3. Mechanical Drawing
- Rank 4. Print Shop
- Rank 5. Electricity
- Rank 6. Sheet Metal
- Rank 7. Auto Mechanics
- Rank 8. Machine Shop

2. The highest frequency of required courses is:

- Wood Shop—Low 7 or High 7
- General Metal—Low 8
- Mechanical Drawing—Low 7
- Print Shop—High 8
- Electricity—Low 8
- Sheet Metal—Low 8

3. With few exceptions, most required subjects are of 9 to 10 weeks duration; and elective subjects are of 18 to 20 weeks duration.

4. The 5 single periods per week are almost universal in all subjects.

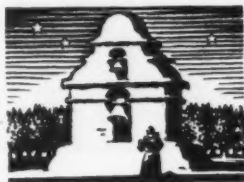
5. The 55 to 60 minute period is the most popular length of period in all schools and for all subjects.

6. The average number of students for all shop subjects is 24.

7. Nearly all schools will average 20% of time spent in lecture and theory, and 80% in practical work.

8. A study of occupations or vocations is taught in about two-thirds of the schools. Of this number, 85% is handled through the academic departments, and 15% through the industrial arts department. Most schools prefer the ninth grade for this subject.

9. In answer to the question, "Are academic subjects crowding out the industrial



*Industrial arts comprise a highly important sector in the progressive junior high school curriculum.*

arts subjects?" 7 schools answered "Yes," 52 answered "No."

10. In answer to the question, "Is the enrollment in industrial arts electives decreasing?" 5 schools answered "Yes," and 55 answered "No."

11. Extra curricular shop subjects such as clubs are offered in 35 schools. Of this number, 70% meet after school, and 30% during school hours.

12. The average teachers load is 28 sixty-minute periods per week.

13. A few of the answers to the question, "How do you determine the importance of an industrial arts subject as it is related to life?" are,—

- a. By its prevocational and vocational value.
- b. By survey of the number employed in the field—its fitness as a profitable trade.
- c. It increases worthy home membership and develops citizenship.
- d. By its usefulness in the home, the chance for continuation in the high school, and opportunities for men trained along any one of these lines in the community in which they live.
- e. Practically all boys use the knowledge gained in constructing objects during their leisure time.
- f. Every project is a practical, useful experience which can be enjoyed either in the home or business.

\* \* \*

**Teaching Nutrition to Boys and Girls**, by Mary S. Rose of Columbia University, is a new textbook published by the Macmillan Company, price \$2.00. The importance of this type of teaching is increasingly recognized in progressive schools everywhere.

Nutrition is much more important than are many of the academic subjects which have cluttered the medieval school curriculum.

Modern schools everywhere will use this text by one of America's best-known teachers in this field.

## Substitute Teaching as a Specialized Field

MILDRED E. RICH, *Long Beach*

**T**HE value of the substitute teacher in a public school system of much size is only too frequently underestimated.

And yet, perhaps this unfavorable rating is a just one in the majority of cases; for too often the substitute considers her position simply as one of filling in, of passing away time—with no thought in regard to **how** the time is spent; she assumes no personal responsibility.

How, then, with such an attitude, can she expect to elevate her position to one of value in the eyes of the school board which has employed her and of the teaching profession in general?

The problems and tasks of the substitute teacher differ tremendously from those of the regular classroom teacher. The substitute suffers from disadvantages, the magnitude of which no one can fully appreciate who never has had actual experience in such a type of teaching.

Very often she is rushed to a school with scarcely more than a moment's notice. Perhaps the lesson assigned to a class for the day contains material which the teacher has not studied for a number of years; it may have become hazy in her mind and she has had no opportunity to review it. Again, it is very probable that no work has been assigned to a class at all; not unlikely, a new unit of work was to be introduced that day. On the other hand, she neither knows the names of individual students nor their special peculiarities or needs. The pupils are not unaware of this fact and are likely to take advantage of the situation by most unexpected means.

Furthermore, the teacher may be unfamiliar with the routine methods employed by the

particular school; and, as a result, she must spend more time on such details than the regular teacher would find necessary.

With these unfortunate circumstances in mind, it is relatively easy to understand why the substitute's work is in a field of its own—one which, without a doubt, demands special training and unique methods of procedure.

In the course of my work as a substitute teacher in the various junior and senior high schools of the Long Beach system, I have devised a number of plans which have proved to be of great value to me. By way of illustration, I shall describe briefly a few of these.

**I**N the first place, if I find that the pupils of a class previously have been launched upon a certain unit of work and are acquainted with it sufficiently to continue in the way the regular teacher would desire (or if sufficiently informative plans have been left to serve as a guide in my further development of the work), I always strive to continue the lesson in a fashion as nearly like that of the regular teacher as I am able to imagine.

For other situations, however, I use any one



Many of California's progressive schools have excellent school-gardens.

of several other methods which seems to fit the individual circumstances best. I have acquired the habit of collecting interesting and instructive articles—dealing with social science and English especially, those being my major fields.

I always take one or two of these<sup>1</sup> with me when I am called to a school.

In other instances, I spend a period in an attempt to assist the pupils in learning how to study—something which many of us never learn and which most courses of study neglect almost completely.

In practically any class a discussion of the use of a table of contents and index of a book may be introduced. This may be followed up by some concrete exercises—the teacher dictating topics which likely would be found in the textbooks in possession of the pupils, the pupils, in turn, finding pages on which the material is found. The element of speed enters in and a wholesome spirit of competition results.

Similarly, lessons on how to read or make use of the library prove very adaptable.

Frequently I spend at least a part of a period in an oral discussion of current news, each student contributing at least one item.

Dozens of other devices and methods may be evolved by the individual teacher in her special field. I feel that the result of such practices by

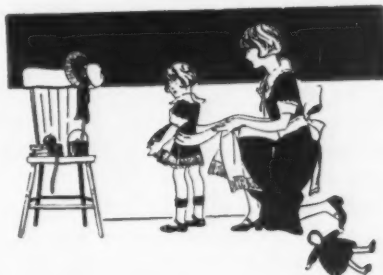
1. My "Housekeeping at the White House" by J. Frederick Essary—from the Saturday Evening Post, May 3, 1930—never fails to hold the attention of the students and leaves them with a more intimate and vivid picture of our President and, consequently, a keener appreciation of him and his work.

the substitute teacher can and will elevate her position to one of a vital force in any school system.

\* \* \*

### Garry Myers Becomes Editor

GARRY CLEVELAND MYERS, head, department parent education, Western Reserve University, has become editor-in-chief of Junior



Home, for Parent and Child, succeeding the late M. V. O'Shea.

Dr. Myers also writes a syndicated column, "The Parent Problem," which appears in a hundred newspapers throughout the country.

\* \* \*

**Spending the Day** in China, Japan and the Philippines by Jean and Hallock, illustrated by Willing, is a lovely children's book giving full days in typical Asiatic family life; for ages 9 to 12. It is published by Harper and Brothers; price \$2.00.

\* \* \*

**Fowlette Publishing Company**, 1255 South Wabash Avenue, Chicago, has brought out an admirable "**An Easy Work and Play Book**" by Howard and Hawthorne of the Tacoma public schools. It is 64 pages quarto, for pre-primer children; 10 cents a copy.

## A Chemistry Team

THE winning chemistry team of the Roseville Union high school, which took first place in the Sacramento Valley division of the American Chemical Society contest held in May at the Sacramento junior college, with 15 teams competing, is shown in the accompanying picture.

Left to right:

1. Audrey Otwell, alternate; 2. Frederick Stephen; 3. Marcello Manfredi; 4. C. E. Holen, instructor; 5. Court Barker; 6. Dale Downing; 7. Martha Pfosi.

This is the third consecutive year that Mr.



Holen has placed a winning team in the contest. In both 1929 and 1930 a member of his team took the highest individual honors.

## Curriculum Construction by Teacher Committees

A. H. HORRALL, *Assistant Superintendent of Schools, San Jose*

**P**REPARATION and revision of courses-of-study in elementary schools has been a favorite "indoor sport" in many cities, large and small, for the past several years.

Two outstanding methods have been used in school systems where curriculum construction has been taken seriously,—(1) the plan of calling in "an expert" to survey the needs of the city and write the new course, and (2) the plan of teacher-participation with a director of curriculum work.

Although the first plan may produce a course-of-study more quickly and more nearly perfect from a mechanical point-of-view, the second is much more democratic and usually proves to be more practical if it is well-directed.

The following plan of curriculum construction that has been developed in San Jose is here presented, not because it is perfect but because it may be of assistance to other cities that are actively interested in preparing or revising their courses-of-study.

In the San Jose elementary schools are approximately 200 teachers in 13 elementary buildings. The elementary schools include only the first six grades. All but 3 of the 13 buildings have more than 10 teachers. A representative from each of these 10 buildings is chosen to serve on the course-of-study committee for a particular subject.

The preparation of a new course for one elementary subject is attempted each fall semester. At a meeting of the elementary principals held near the end of the school year, the assistant superintendent, who is director of curricular construction for the elementary schools, announces which subjects will be developed the following year.

He asks each principal of the 10 larger schools to submit the names of two of his teachers who are most interested in the subject to be developed. He asks that one of those teachers be an instructor in the intermediate grades and the other in one of the first three grades.

From this list of names, the assistant superintendent, together with the principals, selects the committee of 10. From the lists of 20, 5 teachers are chosen who are working in the primary grades and 5 from the intermediate grades; there must be at least 1 teacher from each of the 6 grades.

This makes a committee that is actively interested in the subject to be studied. There is a representative from every grade to be taught, and a representative from each of the 10 larger schools.

The members of this committee are notified before the close of school so that they may have some time to think about the work they are to undertake when school opens for the new year. Those who are going to summer school plan to take some work that will assist them in the preparation of the new course.

A library of professional books, magazine articles, and representative courses-of-study is collected during the summer. This material is available to members of the committee at any time.

The meetings of the committee are held every Tuesday morning at 8:30 in the conference room of the superintendent's office. The meetings continue for one hour. Provision is made by the school to care for the classes of the teacher, who is a member of the committee, until she arrives at her building on Tuesday morning.

It is the intention of the curriculum director to adjourn the meeting promptly at 9:30, but occasionally this is impossible. The committee is always dismissed in time for the teacher to arrive at her school before 10 o'clock.

The first meeting is usually held during the third week of school. This gives the teacher an opportunity to get adjusted to her new group at the beginning of the semester before she starts active curriculum construction.

So far, it has been possible to complete the committee work on each course by the beginning of the Christmas





vacation. When necessary, two meetings are held the last week or two in order to complete the work on time.

It is important that the rough draft be completed by the Christmas vacation so that during the time school is not in session it is possible for the assistant superintendent to edit all the material. If there are corrections to be made or duplications to be eliminated, these may be discussed with the teachers as soon as school convenes after the holidays.

**F**OLLOWING is a brief summary of the weekly meetings of the English committee. This work was completed in December, 1931. The English committee meetings are given as typical.

**September 20**—Preliminary meetings for organization. An explanation to the members of the committee that they are to serve a dual purpose as committee representatives; (a) they represent their school when information is needed from the teachers of the school; (b) they represent the teachers of the particular grade in which they teach for the entire city.

Teachers asked to find out the amount of time now being devoted to English in all grades of their schools. Also, asked to get suggestions for improvement of material in the State Text English books.

Informed that at the next meeting, the general aims of English in the elementary schools will be discussed. Professional books, magazines, and other courses of study are made available for examination.

**October 6**—A discussion of the general aims of English and a tentative acceptance of a set of aims. The assignment for the next meeting includes a definite report on time allotment and suggestions for supplementing the state text book. A suggestion made that all begin to examine rather carefully the *specific* aims for the particular grade of which each member is a representative.

**October 13**—Discussion of time-schedules as now being used in the various schools and an establishment of a minimum time-schedule for each grade. This minimum is established after a careful study of existing time schedules in other cities and a comparison with the minimum schedule suggested by Bagley and Kyte in the California Curriculum study. Suggestions made for improvement of material used with the state text: (1) more drill on correct usage, (2) omit



Patio in a California school.

lessons on spelling, (3) provide more and better memory selections, (4) third grade book in hands of pupils. Be prepared at next meeting to discuss specific aims.

**October 20**—Final acceptance of general aims and an exhaustive discussion of specific aims for each of the six grades. A tentative acceptance of specific aims for each of the elementary grades. A discussion of the advisability of a sociological survey of grades four, five, and six to determine in what ways the children in these grades actually need to use English, both oral and written. As a result of this discussion, before the next meeting of the committee, a bulletin was sent to all fourth, fifth, and

sixth grade teachers in the city.

**October 27**—Teachers return papers that were written by the pupils during the sociological survey. Final acceptance of the specific aims for all grades.

The goals are, also, determined for each half year. The aims are expressed in terms of the *teacher* while the goals are arranged as accomplishments for the *children*.

The chief duty left for the committee is to supply the necessary suggestions as to how the teacher, starting with the given set of specific aims for her grade, can best help the child to achieve the goals of attainment at the end of a given semester.

**November 3**—Discussion of tabulation of results of sociological survey. The committee changes two aims in the fourth grade and one in the fifth when the results of the survey are revealed.

Such things as answering the telephone, answering the door-bell, making purchases at the store seem to be more important for elementary children than so much letter-writing.

In certain sections of the city it is found that the children transact much of the family business. Definite instructions and preparations for this duty are needed by these children who come from homes where some language other than English is spoken.

Request is made that each representative ask the teachers of her school to assist the committee in selecting good material for memory work by giving to the representative a copy of five poems, including the name of the author, that she thinks should be studied in her grade.

**November 10**—The committee now divides into three groups, first and second grades; third and fourth grades; fifth and sixth grades. This division is for the discussion and preparation of material as well as suggestions for teachers to

use in accomplishing the aims of the various grades.

**November 17**—Teachers bring poems suggested by the teachers from their schools. Group meetings continue.

**November 24**—A definite form for the arrangement of material is discussed and accepted so that when material is assembled it will have unity of form. Group meetings the latter part of the hour.

**December 1-3-8**—The preparation and discussion of material to be included in the course. Much of the material is prepared by the teachers after getting suggestions from other teachers, and from material read. This new material is brought to the next meeting and adopted or discarded by the group committee.

**December 10**—Final meeting. All material handed to the director for editing.

**A** REPRESENTATIVE from the San Jose State Teachers College was included as a member of this particular committee. It is the intention of the college to use the San Jose City course-of-study in the Demonstration School, hence a demonstration or "methods" teacher becomes a member of the committee.

The college representative of the English committee was especially interested in children's poems and literature. Her particular assignment on the committee was to examine, tabulate, and classify the poems suggested by all of the teachers of the city. The committee decided, for convenience, to have the poems mimeographed in a section separate from the main course.

This course was edited by the assistant superintendent during the Christmas vacation, slight corrections and eliminations were made in order to give the course unity. It was mimeographed and ready to be placed in the hands of the teachers at the beginning of the new semester.

A meeting of all elementary teachers is always called when a new course is ready for presentation. The attention of the teachers is called to the points of special interest in the new course. They are asked to try the course very conscientiously during the spring semester, make notes of suggestions and corrections.

#### Survey of Suggestions

These suggestions and corrections are called for near the end of the school year. The committee is then called to consider the suggestions. All suggestions that seem to be common to a number of teachers are considered first and are acted upon by the committee. Then any minor suggestions, that have been made, are accepted or rejected as the committee deems advisable.

The next step is to have the revised course printed in loose leaf form. Teachers are pro-

vided with covers so that the sheets will fit into a note book. As need arises for revision of the courses, changes are made in those pages that need revising, the remainder of the course is left intact.

When possible, demonstrations are held showing how to teach the new parts of the course. Example: a new dictionary was selected by the committee on reading to be placed in the hands of the pupils in the fifth grade. A demonstration was given by a fifth grade teacher in the first presentation of the dictionary to individual pupils. All teachers of the fifth grade attended this demonstration.

After the demonstration, the children were dismissed while the teachers discussed the lesson. These demonstrations are usually held during the "try-out" period and are chiefly for the purpose of showing how the new material in the course may be utilized.

This plan of curriculum-construction is now being used for the fourth year. To date courses in reading, arithmetic, social studies, health, and English have been prepared. The first year two courses were constructed but experience has shown that the introduction of one new course a year is more satisfactory.

\* \* \*

**American Lands and Peoples**, by J. Russell Smith, Ph. D., professor of economic geography, Columbia University; 408 pages; 457 illustrations; published by John C. Winston Company; list price, \$1.44.



This is the new fifth-grade book in the new Smith "single-cycle plus" geography series, presenting the Western Hemisphere and the Island Possessions of the United States. The other members of the series are

Home Folks, third grade; World Folks, fourth grade, and Foreign Lands and Peoples, sixth grade (in preparation).

Dr. Smith is widely known as a scholar, a writer and a teacher. His earlier books, particularly his "Human Geography" series, have attained great popularity, and American Lands and Peoples will serve to enhance his enviable reputation.

The illustrative material is superb—there are some 450 illustrations, including photographs (many taken by the author especially for this book), original drawings, diagrams and graphs. All illustrations appear with the unit to which they belong, and the legends provide complete, careful explanations. There is a complete set of physical and political maps, together with four of the new, colorful "human-use" maps.

## Early California History

HELEN SEELEY, Teacher  
Grade L4, Jefferson School  
Berkeley



Santa Barbara Mission.

*Play written by Low Fourth Grade pupils and teacher of Jefferson School, Berkeley, as a means of gaining an appreciation of California History from the exploration period to the mission period. The play was presented with puppets and scenery made by pupils.*

Pupils sing "I love you, California."

*Boy and girl sitting on the stage near a puppet theater.*

**Boy**—My! I like that song about California!

**Girl**—So do I! And how I wish we had been here in the early days to see all that happened!

*Enter a Fairy whose name is "Knowledge."*

**Fairy**—My dear children, there is a way by which you can go to the days of early California. You are in the fourth grade. For three years you have been learning to read.

Now you may have your reward! Here is a history. Take it and read! It will take you to the days of "Long Ago."

**Girl** (takes book and reads)—In the early days, California lay peacefully sleeping in its golden sunshine. The only people here were the Indians, many tribes, speaking many different dialects.

On the other side of the country strange things had happened. Columbus had found a new world and had claimed it for Spain. Balboa had found the Pacific Ocean. Spain had sent Cortez to take possession of Mexico.

California, Arizona, and New Mexico were all part of Mexico at that time. Next Spain sent a

brave man along California's coast to see what he might find. This man was Cabrillo.

### Scene 1. On Puppet Stage

*Enter Cabrillo*

**Cabrillo**—I am Cabrillo, first explorer of California. I was the first white man to step on California soil.

**Boy** (reads)—Then came other men to explore California. Vizcaino found Monterey Bay. Sir Francis Drake spent a month at Drake's Bay.

### Scene 2

*Enter Vizcaino*

**Vizcaino**—I am Vizcaino, the explorer of Monterey Bay in 1602. Yonder is the old tree known for years as "Vizcainos Oak." Under it I held church service.

**Girl** (reading)—For over 150 years, California seemed to be forgotten by the rest of the world. Then Spain began to fear that other lands would take California from her if she didn't have any settlements.

Therefore, Spain sent Portola as captain of an expedition to California to establish missions and settlements. With him went Father Serra, a noble priest, whose great wish was to help the Indians.

### Scene 3

*Enter procession headed by Portola, officers, mounted soldiers, Father Serra, foot soldiers, a litter containing a sick soldier, mules laden with provisions, a cowboy with horses. Animals are made of card-board fastened to a stick.*

**Father Serra**—Be of good cheer, my men! This hard journey to California will lead you to a new land! There we shall build missions and teach the poor Indians. Your suffering shall not be in vain!

**Portola**—Yes, who knows but what beautiful cities shall rise where now there is only barren land. Little do we know of what can be made of this new place!

**Officer**—Father Serra, won't you ride now? That wound on your leg is troubling you I know, and walking will make it worse.



Cabrillo lands at San Diego.



Early California ox cart.

**Serra**—Nay, my son, I shall walk all the way. Last night San Juan put some crushed mallow on my wound. This he was using for snake bites on his horse. Today my leg is much better.

**Portola**—That is good news.

**Soldier**—I am very thirsty! It is so hot and dusty!

**Serra**—We have no water left. You must wait until we come to the next spring. I have heard that the best way to prevent thirst is to eat little and talk less.

**Portola**—Have hope. We'll soon be there!

**Serra**—And at last I can start my missions!

**Girl** (reads)—On the fifty-first day this party reached San Diego Bay and found the ships anchored there and the soldiers in camp. They had been very sick from scurvy, but owing to the fresh berries found there, were much better.

The last ship to start from Mexico had reached San Diego first. They wondered what had happened to the first ship. One day it sailed slowly into the harbor like a ghost ship, but no signs of life were on it, and no one came ashore.

So some men went out to find out what was the matter and found that only a few of the crew were alive and they were too sick with scurvy to come ashore. By the time Portola had reached San Diego one of these ships had returned to Mexico for supplies.

**Boy** (reads)—Father Serra had the mission bells (which had been brought from Spain) hung from a tree. He held the first church service out-doors, with the wondering natives looking on from a distance.

#### Scene 4

**Serra**—Come, all ye natives. Come and be taught how to live and how to die in the faith.

**Boy** (reads)—Then Father Serra superintended the building of the first mission at San Diego. Soon the supplies were nearly gone, the relief ship which was to have come with fresh provisions had not arrived. Portola decided that they must return to Mexico.

#### Scene 5—The Relief Ship

**Portola**—Today our soldiers shall pack! Tomorrow we leave this barren land before we all starve!

**Serra**—Ah, but Captain Portola, what of our mission here? To found settlements, to build missions, and, most important of all, to carry Christianity to the heathen Indian?

Shall we go back to Mexico and tell the Spanish viceroy that we have failed?

**Portola**—Aye, but good Padre, whose fault is it but theirs? Haven't they left us here to starve in a new wild land? Why haven't they sent

us the long promised relief ship? The supplies? Medicines? Guns?

The men are weak from hunger. How they have worked to start our first mission here in San Diego.

**Serra**—But Captain Portola, think of the goodly cause. Think of the thousands of Indians in this great land who know nothing of Christianity.

Think of this great land of California. Who knows what is hidden from us?

**Portola**—That is very well, but settlements can't be made by starving soldiers without tools. Tomorrow we leave! Juan, give orders to the men to pack at once.

**Soldier**—Very well, Capitan!

**Serra**—But Portola, I know the ship will come! It is long overdue. We must stay! It is our duty.

It has been my life-long wish to take Christianity to the Indians.

That is why I came to Mexico and now I shall not turn my back on this duty. Give us one more day!

**Portola**—Follow my orders! We leave tomorrow!

**Soldier**—Very well, Capitan!

**Serra**—Shall you leave this fair land to be taken by other countries? England? Russia? What is there to hold it if we have no settlements here?

**Portola**—Juan, start the packing. But Padre, you shall have one more day.



The Padres built the missions.



**Serra**—And you will not be sorry. I shall watch for the ship from yonder hill.

### Curtain

**Juan**—Padre, come down to your tent for food. All day you have watched and prayed.

**Serra**—There will be no rest for me until this great California is covered with missions in which every Indian may be taught to live better.

**Juan**—But night is coming and you must rest.

**Serra**—No! Day is coming for the Indian! There is the ship!

**Juan**—The ship! The ship! I'll run to Captain Portola!

**All**—The ship!

**Serra**—It was a dream that had to come true!

**Girl** (reads)—While Father Serra and his helpers built the first mission, Portola, Father Crespi, and some soldiers started northward to find Monterey Bay where the second mission was to be built. They could not find the bay and went on to the north. A few miles south of where San Francisco now is they camped for a few days.

### Scene 6

**Portola**—Some of the men are so sick, we shall have to stay here a few days to rest. Ortega, it is terrible to have missed Monterey Bay. Surely the old map of Vizcaino's must be wrong. Sergeant Ortega, take several men with you and explore this region today.

*Exit Portola; Ortega walks up a card-board hill.*

**Ortega**—What is that great arm of water below us?

**Soldier**—Ah, a wonderful bay! Surely St. Francis led us to it as a place for us to build a mission in his name.

**Ortega**—Let us hurry back to tell Portola. When he returns to Mexico he can at least report finding a new bay.

**Boy** (reads)—For many years Father Serra labored with the Indians, teaching them how to live. Up and down the coast he traveled looking after the building of many missions.

No amount of work was too hard for him and he knew that he would be spared to finish his task. Whenever he came to visit a mission there was great happiness.

### Scene 7

**Father Crespi**—Today Father Serra comes to visit his favorite mission. Come, my children, is everything ready? Docas, how about the altar and the chapel?

**Docas**—Father, they are newly painted. Fresh flowers have been put on the altar, new candles, and the most beautiful altar-cloth.

**Indians**—Here he comes! Here comes Padre Serra.

**Serra**—Bless you, my children. And Father Crespi, how is the mission?

**Crespi**—Excellent, Padre, we have 20 new converts. Now there are 300 souls in our mission.

**Serra**—Splendid! How different from that first year when no one was converted and all were afraid of us.

**Crespi**—The Indians are waiting to report to you.

**Serra**—Ah, Juan, how are the flocks?

**Juan**—Padre, we have 3000 sheep, 500 horses, and 400 cows. The sheds are full of hides and barrels of tallow, waiting to be shipped.

**Serra**—You have done well, my faithful Juan! And now, Heema, what of the crops?

**Heema**—The grain is harvested, Padre. The grapes are ready to be picked. I only hope the prowling bears will not steal them all. We have set out 100 olive trees and this winter shall dig many new irrigating ditches.

**Serra**—You, too, have been faithful. The shops I know are in fine condition, the blacksmith and the carpenter shop, the leather and the weaving. I thank you, my people. Tell me,—are you all happy?

**Indians**—Yes, Padre, we are content.

**Serra**—Here comes a dancer from the fiesta. Now go you to the fiesta in the plaza as a reward for your toil.

**All**—Come with us, Padre, for our guide.

**Serra**—Nay, I shall stay in the patio. The day will soon be over. The way has been long, and I would rest, and dream of my missions.

THE END

\* \* \*

**Clarifying the Teachers Problems**, by Arthur S. Gist, president of Humboldt State Teachers College at Arcata, is a particularly helpful and illuminating volume of 350 pages published by Charles Scribners Sons.

Dr. Gist has written several very useful volumes on elementary school work, covering supervision, administration, and reading. His new book can be of large help to all teachers.

## Important Notice

**U**NDER a recent Act of Congress the U. S. Post Office is authorized to collect from publishers of magazines two cents on each piece that is **incorrectly addressed**.

In other words, if you fail to notify us of any removal or change of address, the Post Office takes it upon itself to make such notification, imposing a service charge of two cents on each notice.

Accordingly, you are urged to notify us **at once** of removals and changes of address. All that is necessary is: give old address; new address, and sign name in full. It requires only a minute. Your carrier or postmaster has specially prepared post-cards for this purpose and will supply them upon request.



## Letters From Readers

Herewith are reproduced excerpts, from correspondence, of general interest to California school people.

### Comments on Two Articles

**H**AVING just completed reading your October issue there are two articles on which I would like to comment ere I forget to do so.

One is by Mr. Colton on "Teachers Salaries." I have always been of the opinion that teachers were much underpaid, but I had no idea that the members of such an important profession had to struggle along on such meagre incomes as Mr. Colton's article indicates.

This is a question to which probably very few ever pay the slightest attention. I believe it is one which should be emphatically agitated. It cannot be expected that such incomes will attract to the teaching profession that high class of intellect and ability which its importance warrants.

I believe that the meat in Mr. Colton's article should be spread before the public generally and the attention of public welfare organizations called to it, with the view of a change being effected.

The other article is by Ruth Bartlett "Can such things be taught?" Such things should be taught. They are all important. The youth of today is growing up with an entirely false view of life.

Few parents seem to require the performance of certain duties around the house and garden as being incumbent upon their children, and are too indulgent in relieving their offspring from the performance of these duties.

It is my belief that the schools also err in this respect. There is no reason why much of the cleaning and dusting in the school buildings should not be done by the pupils themselves, nor is there any reason why the boys should not be made to beautify and keep in order the school grounds.

All these things could be done by rotating the duties so that each will do his share, and none be made to feel that the task is arduous. Life is made far too easy for the average

pupil. Mothers are constantly performing house duties, many of which should be performed by their children.

In many homes the result of all this is that the parents convey to a third party the impression that the mothers actually believe their young daughters are of a class superior to themselves, and the daughters unconsciously (probably) come to believe that they are.

Looking back at my boyhood days I must say that the manner in which we were raised was in marked contrast with the upbringing in the average home in America today.

I am the eldest of eight, five girls and three boys. Our home in Scotland was large enough to necessitate the use of servants, and a gardener assisted my father in taking care of the grounds. Notwithstanding that, each of my sisters had her own defined work, and we boys found healthy recreation in the gardens.

My own family consists of one son of the age of 20, but try to get him to take interest in keeping the yard and garden in order! An indulgent mother has permitted him to grow up without impressing upon him that certain duties around the home are incumbent upon him.

**B**OYS and girls must be trained for life, but few of them are so trained either in the home or in the school. Is it any wonder that there are so many unhappy marriages, broken homes, and human misfits?

Miss Bartlett's article is one which should have a national circulation. She writes on a most important subject and I trust that ere long her splendid ideas may result in the establishment of classes to put these ideas to practical use.

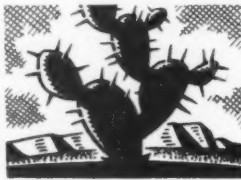
Yours very truly,

R. W. HADDEN

Los Angeles

\* \* \*

**Mrs. Ethel Reith Mason**, Junior Red Cross sponsor of the Livermore union high school, declares that there is "no other unit of work in our schools where there is expressed more truly, unbiased and genuine love and understanding for all peoples than in the hearts of the Junior Red Cross members."



## C. T. A. Board of Directors

Meeting of October 8

**B**OARD of Directors, California Teachers Association, met at headquarters, 155 Sansome Street, San Francisco, at 9:30 a. m. October 8, 1932, all members being present.

On motion of Mr. Bush, seconded by Mr. Sexson, minutes of meeting of July 23 were approved.

The Secretary presented the Association by-laws which are to be reprinted. To clarify them certain changes were suggested. Discussion followed, and (as it appeared that no change in policy was made, with but the following two exceptions) on motion of Mr. Bird, seconded by Mr. Cook, the Board unanimously approved each recommended clarification.

The exceptions noted are (1) in Article XI, a new paragraph makes the Secretary an ex-officio member of the State Council, and (2) a change in Article XIV, section 8, reduces the number for affiliation of state-wide organizations from 1000 to 500. In one section of the by-laws 500 were required for affiliation and in the other 1000 members were required.

**The changes in the by-laws, unanimously adopted by the Board, are as follows:**

**I**N Article III, two new sections have been added, the section now titled "Election of Directors" being numbered "Third," so that **Article III now reads:**

**"Article III. First.** The annual meeting of the California Council of Education which is the annual meeting of the California Teachers Association, shall be held on the second Saturday of April of each year.

**"Second.** The annual meeting of the Board of Directors shall be held immediately following adjournment of the annual meeting of the California Council of Education.

**"Third.** Election of Directors. The directors shall be elected by ballot annually in the manner hereinafter provided, on the second Saturday of April of each year, at such place as may be determined upon by the Board of Directors. Their terms of office shall begin on the day of their election and continue for one year until their successors are duly elected."

In **Article IV**, the second paragraph reading "The Board of Directors shall have power to fill a vacancy in the said Board" is eliminated.

In **Article IX**, Section first, the word "representatives" was changed to "California Council of Education," so that the section now reads: "First. To keep a record of the proceedings of the Board of Directors, of the California Council of Education, and of the Association."

**Article XI** has a number of changes. A new paragraph has been inserted at the beginning of the section, and two new paragraphs have been inserted at the end of the second paragraph. Article XI as it has been adopted with the changes now reads as follows:

### "ARTICLE XI

**"California Council of Education.** The California Council of Education, sometimes called the State Council of Education, shall be composed of representatives as provided for in this Article and elsewhere in the by-laws.

**"Representatives.** Each section of this Association at the annual meeting of the section shall elect representatives to the California Council of Education according to the rules and regulations of the section. Each representative shall be a member of the Association in good standing. The representation of each section shall consist of the President and Secretary of the section and such number of additional representatives as may from time to time be unanimously agreed upon by the several sections of the Association, provided that until further agreement, each section shall be represented (in addition to the President and Secretary) by one representative for each 300 members of the section or major fraction thereof. Vacancies in the representation of any section shall be filled in manner as may be prescribed by the by-laws of the section.

**"The State Superintendent of Public Instruction, or State Director of Education as the case may be, shall be an ex-officio member with full powers of membership.**

**"The Secretary of California Teachers Association shall be an ex-officio member of the California Council of Education.**

**"The president or representative of each affiliated organization, the representative of the state teacher colleges and the president of the classroom teacher division of each section shall be members of the California Council of Education.**

**"Terms of Office in the Council of Education.** The term of office of elective members of the California Council of Education shall be one, two, three or four years, as the various sections for themselves shall determine. The term of office of other members of the Council, who hold membership by virtue of being president or secretary or representative of one of the sections or of one of the affiliated organizations, shall be during the period only that they hold such office of president or secretary, or representative."

The remainder of the Article beginning with "Elective Council members unable to attend any meeting of the Council," remains the same as it is at present.

In **Article XII**, First, the word "representatives" in the first line has been changed to "California Council of Education."

In **Article XIV**, the first paragraph has been numbered "First," the second paragraph "Second," the third paragraph "Third," the fourth paragraph "Fourth," the fifth paragraph "Fifth," and beginning the sixth paragraph, the word "Sixth" has been inserted. The paragraph in Article VIX numbered 10, has been changed to "Seventh," and paragraph numbered 11 to "Eighth," and paragraph numbered 12 to "Ninth." In section sixth, the paragraph numbered 2 has been changed to read, "2. That no application

from a group not having at least 500 members will be approved."

In the fifth paragraph, Article XIV, the word "representatives" in line 4 has been changed to "California Council of Education," and the word representatives in line 5 has been changed to "Council."

Paragraph 6, under section Sixth, the word "State" has been changed to "California Council of Education," and the word "shall" has been changed to "may or may not," so that paragraph 6, Section Sixth, now reads:

"6. That representation on the California Council of Education from the affiliated groups may or may not be on the same basis as section representation."

In paragraph numbered 8, under Section Sixth, the word "state" has been changed to "California Council of Education."

In Section Seventh, Article XIV, the words "by the California Council of Education" have been inserted after the word "declared" in line 6. The words "of the above mentioned" in lines 1 and 2, and "it is hereby recommended that" in line 5 have been eliminated. The word "it" in line 4 has been changed to "the representation." The complete paragraph now reads:

"Seventh. As there may be certain groups which would desire affiliation but would prefer to keep their representation in the geographical unit in which the representation is located, such groups may be declared by the California Council of Education regular affiliated branches or societies of the California Teachers Association without representation in the State Council."

In Section Eighth of Article XIV, the section referred to has been changed to section 7 instead of 10, and the words "one thousand (1,000) members" have been changed to five hundred (500)." In line six of the same paragraph after the word "president," the words "or representative" have been inserted, and the word "state" in line 8 has been changed to "California" so the paragraph now reads as follows:

"Eighth. It is further provided that when any one of the branches or societies as defined in section seven (7) above shall have a membership of five hundred (500) members in the California Teachers Association in its several geographical sections, the president or representative of said affiliated branch or society shall be a member of the California Council of Education during such incumbency as president."

**A** COMMUNICATION from the California State Division, American Association of University Women, relative to a bill for the exchange of teachers was presented.

Mr. Bachrodt moved that we approve the policy expressed, but that California Teachers Association would not be in a position to sponsor the measure. The motion was seconded by Mr. Edwards and carried.

A letter was read from Mrs. Eugenia West Jones, asking that the provisions of the **kindergarten-primary law** be safeguarded. It stated that in certain sections of the state, kindergartens had been closed without due process of law, even though the required a.d.a. had been maintained during the preceding year.

The Secretary was instructed to notify Mrs. Jones that California Teachers Association will stand with the kindergarten-primary association

in endeavoring to maintain the law of the state concerning kindergartens and their operations.

Newspaper articles by Senator Arthur H. Breed of Alameda county were read. Senator Breed has informed the state at large that he will introduce a constitutional amendment at the next session of the Legislature to reduce the state's contribution to public schools by 20%.

Senator Breed has also made antagonistic statements concerning the management of the public schools and the expensiveness of their operation.

A circular from Bay Classroom Teachers League and other similar material which contained gross misstatements concerning the policy of California Teachers Association, were read and discussed.

President Givens stated that he would prepare a statement to be sent to the teachers of California, setting forth the stand of California Teachers Association on the tenure situation. His statement was unanimously approved by the Board.

*(President Givens statement is printed in full on page 14.)*

**A** PROPOSAL from Superintendent A. G. Grant of the Siskiyou Union High School that the name of California Teachers Association be changed to California Education Association in order to enlist within the Association groups of parents, trustees and others interested in education was read and given general discussion. The Secretary was ordered to notify Mr. Grant that the Directors believed that this was not a propitious time to change the name from California Teachers Association. They believed, however, that his proposal had considerable merit and that it should be considered by the Association.

A letter from Mrs. Minnie B. Bradford, national president of the Congress of Parents and Teachers, was discussed. This letter asked that a committee of California Teachers Association be appointed to work with a committee from the Parent-Teachers Association of the state in order that harmony of action and continuity of purpose might prevail. The idea was approved and the president said that such a committee would be appointed.

The Suzzallo report "State Higher Education in California" of the Carnegie Foundation for the Advancement of Teaching was presented for consideration. A number of recommendations of the Commission were read.

The members of the Board unanimously decided that in so far as the State Superintendent of Public Instruction and the State Department of Education have disapproved the report, that the Association will stand behind the State Superintendent and the State Department in their effort to prevent objectionable features of the report from being incorporated into the law of California.

A letter from Mrs. Georgia Parsons, Chairman of the Committee on Ethics and Professional



Growth, was read. Mrs. Parsons had asked President Givens for instructions as to the further activities of the Committee. The report Mrs. Parsons had given to the State Council in April was read.

It demonstrated that the recommendations made by her were most excellent. The Board moved that she proceed in the same manner in which she had thus far acted. Her activity and that of her committee in attempting to set up professional standards for the teachers of the state is greatly to be commended, and it was the unanimous opinion of the Board that study of this kind is of the utmost importance to the members of our profession.

President Givens then brought up the subject of procedure in the election of Council members. He stated that certain criticisms had been directed at the Association because of the distance of the elective officials from the teachers. A general discussion followed. It becoming apparent that the Sections have the right to elect their Council members in any way they may provide in their constitution and by-laws, the Secretary was instructed to write to the several section presidents and secretaries and ascertain their views concerning the matter.

**Affiliation of teacher groups** under the representative plan was also discussed. Mr. Good asked that the Board give consideration to the matter of enlarging the Board of Directors to 11 in order that more representation on the Board might be provided.

The suggestion was also made that because of the extreme size of the territory that it might be well for the Association to add another section in the extreme northeastern section of the state. These questions, however, were all left for discussion at the December meeting.

On motion of Mr. Sexson, seconded by Mr. Cook, the Secretary was instructed to request the Presidents and Secretaries of the six sections to meet with the Board of Directors on the evening of December 2 in Los Angeles to consider representation, affiliation, and kindred matters.

On motion of Mr. Sexson, seconded by Mr. Cook, the date of the next meeting of the Board of Directors was fixed at Los Angeles at 9:30 a. m. Friday, December 2, and the meeting of the State Council of Education was set for Saturday, December 3.

**BECAUSE** of the long and faithful service as a member of the teaching profession and of the California Teachers Association, Mr. Bush moved, Mr. Bachrodt seconded the motion, that **Mr. Pete W. Ross**, recently resigned from the principalship of the Point Loma High School, be made an honorary life member of the Association. Before taking the vote, Mr. Givens paid a high tribute to the work, the influence, the faithfulness and the ability of Mr. Ross. Mr. Ross was then declared an honorary life member.

Mr. Bird then moved, and his motion was seconded by Mr. Good, that **Mr. Arthur H. Mabley**, formerly superintendent of schools of San Luis Obispo, and later in charge of placement work for the Southern Section of the California Teach-

ers Association, be made an honorary life member. The motion being put was unanimously carried.

The complete membership report for the Association year ending July 31, 1932, was read and ordered filed.

No further business appearing, the meeting was adjourned.

ROY W. CLOUD

*State Executive Secretary*

...

## What Amendment 9 Will Do

WALTER E. MORGAN

*Assistant State Superintendent of Public Instruction, Sacramento*

**T**HE provisions of Amendment 9 and its effects are essentially as follows:

1. It eliminates all required county school taxes, thereby reducing "common property" taxes by nearly \$50,000,000 a year, and cutting the property tax rate 75 cents on each \$100 of assessed valuation.
2. It requires the levy of a state tax on the net incomes of individual estates and trusts and a selective sales tax. These taxes can readily be made to yield the required revenues without being made burdensome. The sales tax is intended as a luxury tax which would not affect the poor.
3. It requires each board of supervisors, without discretion on their part, to levy district taxes in accordance with budgets submitted to them by school boards, within the limits fixed in accordance with law.
4. It reserves almost exactly the same relative amounts as does the present constitution to be set aside for teachers salaries only.
5. It frees certain "frozen" salary funds in union elementary school districts, by permitting state funds to be used for other purposes than salaries under limited and specified conditions.

All persons engaged in public education should favor Amendment 9 for the following reasons:

1. It will in large measure relieve the present enormous and unjust pressure for reduction of school budgets and teachers salaries, because it will materially reduce the cause of that pressure by equalizing the burden of taxes and by removing part of the huge burden of the property tax.
2. It will make the average rate of the local property tax almost identical with the average rate of the state tax on corporations and utilities, thus restoring the condition which was intended to be preserved by Amendment 1 of

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1910 which set the corporations apart for state taxation only.

3. It will restore some of the essential value of common property, which represents only 25% of the wealth of the state but which now pays 76% of the taxes in the state.

4. It will create a state public school equalization fund of nearly \$50,000,000 a year, thereby making it possible for the first time in California to guarantee a minimum educational offering to all the children of all the people, and at the same time to guarantee uniformity in the local burden of taxes required for the support of such an educational offering. This will put California in line with the progressive states of the Union, all of which have made provision for educational equalization except California.

5. It will establish in California for the first time two of the newer forms of state taxation already adopted in most progressive states, the income tax and the sales tax. These taxes have been recommended by each state tax commission in California for over a decade, but the Legislature has refused to enact them.

6. It will in large measure defeat the common enemies of public education in California, the same vested interests which throughout the states of the Union are at present, through misrepresentation, deliberate falsehood and insidious propaganda within our own profession, bending every effort and devoting vast financial resources to reduce the social services of government and of public education, and to prevent any change in those existing tax systems which preserve their special interests at the expense of the common people.

*Amendment 9 is the product of long and careful planning.*

*It was not hastily conceived. Its passage is of paramount importance, not only to the general welfare of the people of California, but to the preservation of the values of public education.*

*It should receive the unqualified and zealous support of all teachers.*

### Free Schools—Hope of Democracy

**E**ASTMAN Teaching Films, Inc., of Rochester, New York, of which Dr. Thomas E. Finegan is president, has released a two-reel picture on "Free Schools—The Hope of Democracy."

*The purpose of this picture is to inform the public on the increased burden that has from time to time been placed upon the public schools, and the service which these schools are rendering the entire nation.*

This film will aid superintendents and boards of education in obtaining the necessary appropriations to maintain this invaluable service of the schools to the country, and the advanced standards which the schools have attained in recent years.

This film is general in its application, and broad in its scope. It deals with the work in general which the schools of every city and village are doing. It pictures the hardships of pioneer life and the transformation from the conditions of that period to our present complicated industrial and economic life.

It shows the primitive public school as one of the first social institutions organized by the people themselves for their economic and cultural improvement. A modern school is then shown which indicates that the schools have



A California mountain school, high in the beautiful Sierras

grown and their work enriched and expanded as the country has developed and its social and economic life has expanded.

It then pictures in detail the work of the kindergarten, the elementary schools, junior high schools, and senior high schools. It shows the special types of service in music, art, vocational activities, several phases of adult education, open air schools, special training for the crippled children, technological re-training, feeding children of the unemployed, health instruction, and every responsibility which the public and modern social conditions have placed upon the schools.

It deals effectively with the teacher-training institutions; picturing the great service they are rendering the nation in training teachers for its public schools. These institutions may be of real help to school authorities by using the film in their service area.

## To the Teachers of California

FREDERICK F. MARTIN  
State Director N. E. A.  
Santa Monica

*Please read every word of this message from your state director for the N. E. A.*

**T**HIS is a plea for you to study a few facts and think carefully upon the importance of maintaining the high standard which this state has upheld the past five years. There has been a real contest between three states for first place in the N. E. A. membership. The following figures will explain this rating since 1927:

	1927	1928	1929	1930	1931
California .....	18,497	19,486	20,887	23,615	24,731
Ohio .....	16,785	19,490	23,850	26,469	24,859
Pennsyl- vania .....	18,459	19,316	21,363	24,363	26,794

About half of the teachers of our state hold membership in the N. E. A. If each member of today could secure one additional member we would not only have first rating of all the states, but it would give us that strength of purpose so much needed in this time of economic depression.

Public education needs this year as never before in the history of our nation, the active support of a united profession. We are passing through an extreme crisis in world history. Last year was a strong test of our loyalty and help to the profession, but this year is still more trying.

There were more than 700,000 teachers who were members of their state Associations and more than 220,000 were members of the N. E. A. last year. These members were our lines of defense. Shall we maintain this line this year?

It is estimated that over 25,000 of our 220,000 members of 1931-1932 are without positions for this year. Many of these will be unable to pay dues. Will you not help fill this gap?

We need not only your membership in the state and national Associations, but we need your active support to maintain efficient service and to prevent the loss of additional thousands. How strong is your professional spirit?

The teachers of this nation enjoy today advantages which have been brought about by the work of an organized profession. The average salary of teachers in the United States fifteen years ago was \$635. In 1930 it was \$1440.



Frederick F. Martin

In 22 states now teachers enjoy the privileges of retirement systems. Twenty states protect teachers by tenure laws against unjust dismissal.

These benefits have been gained mainly through the united efforts of professional organizations—local, state, and national. Do you not feel that they should be extended to all teachers of the nation?

*No teacher should wish to enjoy advantages won by the efforts of others, without sharing in the movement to fur-*

*ther improve the status of teachers, the profession of teaching, and the cause of education.*

One of the principal purposes of professional organizations is to inspire the public with appreciation for the part education plays in American life. The N. E. A. carries on a continuous program of interpreting to the people the aims, needs, and achievements of the schools.

A mailing list is maintained containing thousands of newspapers, magazines, news correspondents, lecturers, press associations, and leaders from every walk of life. To these the publications of the Association and other special communications are sent that they may be informed regarding the work of the educator and the needs of the nation's schools.

**W**E are living in a day of organization. Leaders in business, industry, politics and the other professions have learned that the only way to achieve their aims is through organized effort. The voice of the individual is weak in these days. He can make himself heard only through his group. An organized profession sets up ideals and realizes them through local, state and national effort.

I am urging all of you to send in your names **now** (if you have not already enrolled) and pay later if you wish. The \$2.00 membership fee may be paid later by using the time check and dating it at an early future day. Your enrollment must reach Washington, D. C., 1201 16th Street, N. E. A. headquarters, by December 31, 1932, to count in this year's competition. **Enroll now!**

\* \* \*

**J. Donald Atkins**, English teacher at Theodore Roosevelt Intermediate school, Glendale, has sent us a charming little poem by **Marilyn Power** (A7 grade) entitled, "Home Work."

## Current School Law

ALFRED E. LENTZ, C. T. A. *Legal Advisor*

### 1. How Many Teachers May Be Employed in a School District?

IT has long been assumed in California that the governing board of a school district might employ as many teachers for the schools of the district as it deemed necessary for the maintenance of the educational program of the district.

The decision of the Appellate Court in *Thibaut vs. Key, et al.*, etc., and *Thomasson vs. Key, et al.*, etc. (70 Cal. App. Dec. 780), indicates that there do exist limitations on the number of teachers who may be employed in a school district.

In the cases referred to above, the principal questions involved therein related to the validity of the dismissal of a probationary teacher in June, 1931, from the service of a one-teacher elementary district having an enrollment of nine pupils, and the validity of the employment of a teacher to succeed her.

The Appellate Court held that the dismissal of the probationary teacher was invalid because no written notice of dismissal had been given her, and held also that the contract of employment between the governing board of the district and the other teacher was in violation of law for two reasons:

First, because the district having only nine pupils in attendance, it was entitled to but one teacher, and,

Second, since the budget of the district did not provide for the salary of more than one teacher, two teachers could not be employed.

Heretofore, it has been generally held that when the governing board of a school district dismissed a probationary teacher employing another teacher to succeed her and the dismissal of the first teacher was found to be ineffective, the governing board then had to retain both teachers in its employ.

It is obvious that the assumption by the Appellate Court that the number of teachers who may be employed in a school district is determined, partially at least, by the number of pupils enrolled in the district, is of vital interest to governing boards of school district, school administrators, and to teachers, for not only does it tend to limit the authority of governing boards and administrators to organize the work of the public schools in the most effective manner, but it adds to the already serious problem of teacher unemployment.

No citation of any law or other authority is given by the court in support of its point. It is fair, however, to assume that it is based upon School Code section 4.773 which, at the time the instant cause of action arose in 1931, read as follows


He (the county superintendent of schools) must ascertain the number of teachers each school district is entitled to by calculating one teacher for the first thirty-five or a less number of pupils in average daily attendance and one additional teacher for each additional thirty-five pupils or fraction of thirty-five pupils in average daily attendance, in the district, and one additional teacher for each three hundred pupils in average daily attendance in the district as shown by the annual school report of the school district for the next preceding school year.

There is no other provision of law which could possibly be a basis for the statement made by the court. School Code section 4.773 had often been cited in questions asked relative to the number of teachers who might be employed in a school district, and it was because of its wording which did tend to infer that a school district might employ only one teacher for each thirty-five pupils or fraction of thirty-five pupils in average daily attendance in the district, that in 1931, the language of the section, which, at the same time, became School Code section 4.770, was changed so that it now reads:

One teacher unit shall be allowed to each elementary school district for each thirty-five or fraction of thirty-five units of average daily attendance of pupils therein during the preceding school year.

It is, however, so evident that School Code section 4.773, when read in connection with the sections of the School Code relative to the apportionment of state and county funds to elementary school districts as they existed in 1931, related only to the determination of the funds to be apportioned, that it is inconceivable that the Appellate Court should have based its decision, even partially, upon it.

The fact that the Court does not give any citation of authority in support of its point, leaves one unable to argue against it. In any event, there does not appear to be any support for the statement of the Court in the law, and that part of the decision of the Court must necessarily fall of its own weight.

THE other point made by the Court that the governing board of the school district may not employ more teachers than the budget of the district provides for, is no more tenable than the other. The Court cites no authority in support of this point thus forcing con-  




tures. It is probable that the Court relied upon section 18 of Article XI of the Constitution, which reads in part as follows:

No . . . school district shall incur any indebtedness or liability in any manner or for any purpose exceeding in any year the income and revenue provided for such year, without the assent of two-thirds of the qualified electors thereof, voting at an election to be held for that purpose.

This constitutional provision does not, however, clarify the situation at all. It is quite probable, although the question has not been decided by either the Appellate Court or Supreme Court of this state, that the provision would prevent a school district from contracting with a teacher for her services, if the employment of the teacher would cause the indebtedness incurred by the district for the school year for which the teacher was employed to exceed the income of the district for that school year.

#### Budget For One Teacher

There is nothing, however, in the facts of the instant case to show that such was the situation therein. So far as the facts of the case, as reported in the decision, go, they show only that the district budget provided for but one teacher and it was for that reason that the Court held the district could not have two teachers.

There are no facts presented which tend to show the employment of two teachers would have caused the indebtedness of the district to exceed its income for the school year for which both teachers were to be employed by the district. The fact that the district budget provided for but one teacher does not prove that other funds of the district were not available for the payment of the salaries of the two teachers.

It is extremely unfortunate that the Appellate Court did not see fit to cite the authorities, if any, supporting the statements. Its failure to do so makes it impossible to determine the validity of the statements made.

#### 2. The Dismissal Employment of Teachers and Their Refusal to Accept Employment

**I.** The facts of the cases of Thibaut vs. Key, et al., etc., and Thomasson vs. Key, et al., etc. (70 Cal. App. Dec. 843), showed that the governing board of a one-teacher school district has not given any notice of dismissal to the probationary teacher on or before June 10, 1931, as School Code section 5.681 at the time re-

quired. On May 24, 1931, the board employed another teacher.

The governing board argued that its failure to give the prescribed notice of dismissal on or before June 10, 1931, had only the effect, by operation of law, of causing to come into existence a new contract as of that date, and that since the second teacher had been employed prior to that date, that teacher was the legally employed teacher of the district.

The Court decided that the argument of the board to be untenable, holding that a contract of employment with a probationary teacher is a continuing contract of employment until such time as the teacher might be dismissed from her position in the manner prescribed by law.

**II.** The recent decision of the Appellate Court in the case of Reed vs. Board of Education of the Monterey Union High School District, et. al. (70 Cal. App. Dec. 780), holds in effect that when a notice of dismissal is sent to a probationary teacher by unregistered mail, it must actually be received by the teacher on or before the date specified in School Code section 5.681, in order to be effective.

In the case cited, the board sent a probationary teacher, to her residence in the district, a notice of dismissal by unregistered mail June 8, 1931. School Code section 5.681 at that time fixed June 10 as the last day for the dismissal of a probationary teacher. In the meantime, the teacher had gone elsewhere for the summer with the knowledge of the superintendent of the schools of the district, and the notice, after being forwarded, was not received by the teacher until June 15, 1931.

The Court held the fact that the notice was received after June 10 rendered it ineffective, ruling that the two requirements of School Code section 5.681 must be made to make the dismissal of a probationary teacher effective: first, the notice of dismissal must be in writing, and second, it must be delivered to the teacher or deposited in the registered mail prior to June 10.

The fact that section 5.681 has since been amended to make the date of dismissal May 15 does not make the decision less controlling, the decision continuing to be applicable to dismissals under section 5.681, as amended, with the exception, of course, of the date of dismissal.

There are two other points in the decision which should be mentioned. The first is, that evidence of oral conversation between the teacher concerned and the superintendent of schools of the district was outside the issues of the case, the only question being whether or not the teacher had received written notice of dismissal on or before June 10.

Held to be a false issue in the case was the argument of the board that the teacher must show that she had served successfully throughout the year to sustain her position, the Court ruling that the law provides a method for dismissing a teacher because of incompetency, and that the board had failed to follow that method.

## Seat Work and Art Projects

Thanksgiving and Christmas Plans and Patterns  
25 cents each; both 45 cents. Send Today.

ANN MARIE'S WORKSHOP  
Princeton, Illinois

**III.** The decision of the Appellate Court in *Snider vs. Severance, et al.* (70 Cal. App. Dec. 894), is interesting. It appears that on April 23, 1931, the principal of a school offered a probationary teacher, on behalf of the governing board of the district, a contract for the school year 1931-1932. The contract was already signed by the clerk of the board and needed only the teacher's acceptance.

However, the teacher told the principal that she was not ready to sign. On May 1, 1931, the teacher told the clerk of the district she desired to continue in her position, and subsequently the clerk tore up the contract which had been offered the teacher. Nothing further was done by the teacher until August 21, 1931, when she asked to be placed on the substitute list and was placed thereon.

At the opening of school on August 31, 1931, and thereafter, the teacher did not appear or act as a probationary teacher.

The Court held that the teacher, after having been elected a teacher for the school year 1931-1932, had refused to accept the election, and therefore ceased to have any claim to future employment in the district.

The Court also held that the tearing up of the unsigned offer of employment by the clerk of the district was immaterial, because it was to be assumed that since printed forms were used, others could have been secured from the clerk on application, and because at no time did the teacher execute an acceptance of the offer, tender it and ask to be recognized as a teacher.

\* \* \*

The curriculum commission of the National Council of Teachers of English has organized three committees to investigate and report upon **courses of study in grade school English**. The committees are centering their attention upon literature, creative writing, and essential English, which includes oral and written composition, correct usage, and reading.



Reports of these committees, as well as other council reports upon grade school English, are published in *Elementary English Review*, the official journal of the group.

All inquiries should be addressed to C. C. Certain, editor, *Elementary English Review*, 4070 Vicksburg Avenue, Detroit, Michigan.

## California School Leaders

Mrs. Irene T. Heineman

**M**RS. IRENE TAYLOR HEINEMAN, assistant state superintendent of public instruction, was educated in Oakland public schools and graduated in 1897 from Oakland high school. In 1901 she graduated from University of California and in 1902 received her M. A. degree there.

Mrs. Heineman was head of the Greek department from 1902 to 1906 in Los Angeles high school. She married Arthur S. Heineman in 1907; they have three daughters.

Mrs. Heineman is director of South Pacific section, American Association of University Women; honorary councillor of Southern California Phi Beta Kappa alumni.



She is a member of the League of Women Voters; American council, Institute of Pacific Relations; board of directors, California Association for Adult Education; advisory board, California Congress of Parents and Teachers; and was on the State Board of Education from 1927 to 1931.

Mrs. Heineman has been for many years on the Hollywood studio club committee of the national board of the Y. W. C. A., interested in the welfare of girls in the motion-picture industry of Southern California. She is also a member of the Los Angeles Girls Council.

\* \* \*

**California Schoolmasters Club Dinner** will be held Tuesday, November 22, at 6:30 p. m., Fairmont hotel, San Francisco

**Speakers:** Dr. Elbert K. Fretwell, Columbia University; Dr. William C. Reavis, University of Chicago; and James W. Foley, poet, Pasadena.

All men interested in education are invited to attend.

Make reservation with John C. McGlade, deputy superintendent of San Francisco public schools, City Hall, San Francisco, telephone HEMlock 4680, or Clyde S. Yerge, secretary, 1025 Second Avenue, Oakland, phone LAkeside 4280.

## Collegiate Education

Prepared by Mrs. Peter A. Speck, Research Associate, American Association of University Women.

These publications will be of practical assistance to faculty and other groups engaged in a study of higher education, to individuals or committees advising high school students regarding college attendance, and to parents concerned with the problem.

**Changes and Experiments in Liberal-Arts Education.** Part II of the Thirty-first Yearbook of the National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1932. 310 pp., \$1.75. This is an invaluable source book for all concerned with higher education in the United States.

**Current Changes and Experiments in Liberal-Arts Education.** A series of charts. By Kathryn McHale and Frances V. Speck. American Association of University Women, 1634 Eye Street, N. W., Washington, D. C. 14 large pages. \$1.50. This series of charts contains material gathered in the American Association of University Women's co-operative study, material that it was not possible to include, in its entirety, in the yearbook named above.

**Newer Aspects of Collegiate Education.** Washington, D. C.: American Association of University Women, June, 1932. 54 mimeographed pp. 50 cents.

This is an outline and bibliography, especially valuable to faculty groups and to students of education, covering the following topics:

Changing emphasis in preparation and selection of students for college.

Programs for orientation and adjustment of the student.

Mental hygiene, health, and vocational guidance programs.

The changing curriculum.

The liberal arts college and professional objectives.

Treatment of the superior student; emphasis upon self-education.

Increasing emphasis upon effective teaching.

The rise of the junior college.

Increasing emphasis upon alumni education.

**The Student Goes to College.** Washington, D. C.: American Association of University Women, June, 1932. 48 mimeographed pages. 50 cents.

This is an outline and bibliography, especially valuable to parents, adolescents, and high school advisory committees, covering the following topics:

Who should go to college?

Which college?

Financing a college education.

Student life, opinion, and interest in college problems.

Student mortality and survival.

Student-faculty relations.

The student spends his junior year abroad.

Religion and the college student.

What is the value of a college education?

## California School Leaders

Arthur Gould of Los Angeles

**A**RTHUR GOULD, deputy superintendent of Los Angeles city schools, was born in Toronto, Canada. His people came to California and in 1897 he graduated from Pasadena high school. In 1901 he received his A. B. degree from Pomona College, and in 1904 his M. A. degree from Yale.



Arthur Gould

Mr. Gould has taught in Pomona preparatory, New Haven high, Santa Ana high, San Diego high and was department head and principal of this school. Since 1918 he has been assistant super-

intendent of Los Angeles city schools. The first of July, 1932, he was made deputy superintendent. He has taught summer school at Pomona College, University of California at Los Angeles, and University of California extension division.

His particular interests along professional lines are: administration and supervision; secondary education; secondary teacher training; public school finance; psychology and research; vocational and trade education; junior college, and the curriculum.

Mr. Gould is member of Phi Beta Kappa, Phi Delta Kappa, and has been active in California Teachers Association, Southern Section, as follows,—vice-president, president and member of executive committee; chairman of Bureau of Welfare board of trustees; chairman of the legislative committee.

In the Association of California Secondary School Principals he is member of affiliation committee and chairman of California Teachers Association committee on library and textbooks.

Mr. Gould was a member of the advisory committee of the National Secondary Education Survey, 1930-1932.

He has contributed articles to Los Angeles City School Journal, Sierra Educational News, California Quarterly of Secondary Education, Sixth Yearbook of the Department of Superintendence of the N. E. A., and The School Review and other magazines. He has also given radio talks over local stations.

## Amendment No. 9--Vote Yes

**P**ROVIDES for tax relief for common property by abolishing present required county elementary and high school taxes;

2. Requires the state to furnish the total amount of school moneys now provided in the aggregate by the counties for elementary and high schools;
3. Directs the legislature to levy a state personal income tax and a selective sales (luxury) tax;
4. Provides for equalizing school district taxes and educational opportunities from state school funds;
5. Allows a permissive county tax for school purposes;
6. Requires county boards of supervisors to levy school district taxes within legal tax limits in accordance with district budgets;
7. Requires that 75% of the money provided by the state for elementary schools and 70% of the money provided by the state for high schools be used for teachers salaries. (Present constitution requires that ALL state school funds and 60% of county school funds be used for salaries.)
8. Relieves school districts from required use of state and county funds for salaries, if districts use 70% of current maintenance budget (exclusive of auxiliary expenses such as transportation costs) for salaries.

### Summarization of Effects

**I**T will effect an average reduction in county taxes of 71 cents on each \$100 assessed valuation;

2. It will transfer from county tax sources (common property) to state sources of revenue approximately \$48,000,000 per annum in such a way as to utilize new sources of revenue and effect greater equality in the tax system;

3. It will shift a portion of the cost of California government from a property tax to an ability-to-pay basis and broaden the tax base;

4. It will effect actual property tax reduction in every school district in the state;

5. It will provide a more practical and effective means of taxing intangible forms of wealth and aid in the solution of California's bank tax problem;

6. It will equalize local school district tax burdens for support of schools;

7. It will make available to extremely poor districts in the state funds sufficient in amount to guarantee at least a minimum educational program and thus tend to equalize educational opportunities for the California child;

8. It will prevent repetition of attempts to place school district budgets under the control of boards of supervisors;

9. It will allow continuance of county taxes for junior colleges, for tuition of California pupils in high schools of other states, and for other school purposes.

### What the Amendment Will Not Do

**I**T does not provide more money for schools nor encourage extravagance in school expenditures;

2. It does not increase teachers salaries nor interfere with reductions in teachers salaries where such are necessary in the interest of economy and efficiency;

3. It does not provide a larger minimum fund for teachers salaries than is now provided in the constitution;

4. It does not endanger any other state funds;

5. It does not take control of the school system out of the hands of local school boards nor change present methods of school administration;

6. It does not interfere with any movement for the securing of economy in school expenditures;

7. It does not place a tax limitation in the constitution and neither does it prevent adoption of any sound method of tax limitation by the legislature.



## Visual Aids in School

R. B. WALTER

*District Superintendent of Schools, San Gabriel*

**I**N answer to your question relative to use of visual aids in our schools, I am submitting the reports from our elementary school principals:

### Washington School

In primary grades (first especially) the following are used: pictures to match word cards and to illustrate stories, charts, sounds and numbers.

In other grades the following materials are used:

1. Visual aid material such as pictures, and slides from the county visual aid department.
2. Pictures from magazines, and books, especially the National Geographic, Nature magazine, Mentor, Touring Topics, and others.
3. Stillfilms.
4. Charts, maps, railroad folders, posters and time-tables.
5. Pictures such as the "Torn Hat" for art appreciation. We have easels in many of the rooms upon which the pictures may be displayed. All of this material, of course, correlates with the social studies.

### Lincoln School

The use of visual aids in Lincoln school is greater than was expected, considering the fact that so many of the teachers have had no training in their use. Some few teachers make constant use of wall pictures from the county visual library. The stereoscope and stereopticon are used very frequently.

However, there are many 16 mm. films of exceptional educational value now on the market and would be used if we had a machine. These tell the complete story in a connected way much better than the still pictures.

We have had several educational films this year. Our foreign speaking children learn readily from story Pictures. I am expecting to see something done for foreign-speaking adults along this line in the near future.

### McKinley School

1. Collections of pictures are made in each room by pupils and teachers, relative to units in progress, nature, holidays.

2. Most of our teachers make use of the county visual education department, using murals, pictures, prints and lantern slides supplied by them.

3. Several teachers have made use of the available stillfilm material owned by our own district.

### Roosevelt School

It is almost impossible to include everything that has been used in visual education. The county department has been supplying pictures here since the first of the year, as often as once a week and for every unit of work in progress.

Various stillfilms have been secured, both from the county and the district supplies. Furthermore, we have had such motion pictures as "Logging Eastern White Pine," "Logging in Canada," "The Woolly West," "Medieval Moderns, etc."

### Wilson School

We find pictures essential in aiding us in developing our units. The use of pictures as a border makes the room more attractive.

We have noticed that the children enjoy the pictures and they have a better understanding of the printed matter.

We wish we had a machine so we could use the stillfilms.

## In Memoriam

**Isabel Ruch**, for many years kindergarten teacher in the Oakland city schools, recently passed away after a brief illness.

**Agnes Hutchinson**, for 12 years teacher in the home economics department of San Fernando high school.

**Mrs. Gertrude Upton Bradley**, registrar of Belmont high school and widely known in Southern California school circles.

**Samuel E. Hargis**, 51, teacher in the Chico schools and husband of Mrs. Clara Hargis, teacher in Sacramento high school.

**J. H. Beveridge**, superintendent of Omaha public schools, passed away October 12. He had been a speaker at several C. T. A. conventions, and was known intimately by numerous California school leaders.

**Mrs. Rachel Bailey**, instructor in Santa Barbara high school, and former teacher in Roseville union high school.

**Miss Lew A. Ball**, principal of Sarah B. Cooper school, San Francisco, passed away October 17.



*San Diego has an extensive visual materials service for its city schools*

## Health Teaching by Visual Aids

RUBY K. MELVIN, *Burnett School, Long Beach*

**A**IM of health-training is to inculcate right living. By visual aids proper health practices can be presented to pupils, in order to strengthen their knowledge of the most important rules of health, and to arouse their determination to further practice these rules until they have formed good health-habits.

With the above purpose and means in mind, the following procedure was undertaken in my second grade.

Five minutes a day during the semester were given to health education. Near the end of the term, a summary of the work was given when another room was invited to see our demonstration. The aids employed were,—home-made slides, free illustrations, pantomimes, chart reading, dramatization, food-posters, and health-charts kept by the children.

A set of home-made slides on health habits was projected upon the screen, with a type-written title-slide preceding each picture. These were read by different pupils.

For the home-made slides cover-glass, clear cellophane, transparent water-color, and scraps of colored cellophane were used. For instance, a picture of two children making a snow-man was colored by means of small pieces of red and blue cellophane stuck on the area to be colored and bound tightly between cover glass. This was preceded by the typed title, "Play out-of-doors."

A typewritten slide reading, "Wash hands before eating" preceded a picture of a child washing his hands in basin with soap and water, colored by means of transparent water-color applied upon glass which has been coated with an emulsion of sparkling gelatin.

Other pictures were of a child taking a bath in a bath-tub (Title: "Bathe often"); of a boy cleaning his fingernails (Title: "Keep fingernails clean"); of a boy brushing his teeth; of a girl reading with the light coming

over her left shoulder; a girl sleeping with her windows open, etc.

Titles may be written effectively with a china marking-pencil upon glass. In several cases, where extemporaneous titles were desired, this was done. For such illustrations as a picture of two boys, one standing correctly, and the other one incorrectly, india ink and a fine-pointed crowquille pen were used, in order to include all the detail within the area of one slide.

Where color is needed to give life to a picture (as for instance, with one showing a girl and a cow, accompanied by the slogan "Drink more milk") the transparent water-color proves most satisfactory, as it may be taken directly from the color-cards with a moistened brush.

In order to apply color satisfactorily, however, the glass must first be coated with a solution of about one-fourth teaspoonful of gelatin in a cup of warm water. Color in the case of pictures of vegetables and fruit proves indispensable. Even where it is not inherent in the subject, it adds much in the way of motivation.

Cartoons may be effectively introduced by means of the home-made slide. For instance, a picture entitled "Drink no tea nor coffee," was made pointed and humorous by drawing the coffee-pot and tea-pot with frowning faces.

**A**FTER the slides were projected, a child exhibited free illustrations on 9 by 12 inch paper, showing a school dentist examining childrens teeth, a child in a dentists chair having teeth corrected, a child brushing his teeth, etc.

Then a child pantomimed the use of a handkerchief when sneezing or coughing and showed how to keep the nose clean by blowing one nostril at a time. A child demonstrated how to take ten or more slow deep breaths of fresh air. Another showed how to sit in a chair and how to carry the chair so that the legs pointed safely downward. Other chil-



*Hawaiian children in olden times used coconut milk in abundance.*

dren pantomimed correct standing, keeping the lips away from the metal part of fountain while drinking, and reading a book with light coming over the left shoulder.

Afterwards children read two printed charts which had been prepared by projecting a traced picture on each. One chart showed the picture of a girl sleeping in a bed with window wide open. Under the picture were the following sentences:

#### Graphic Charts Help the Lessons

This is Jane.  
She went to bed early.  
Now she is asleep.  
She will sleep eleven hours.  
The window is wide open.  
She can breathe fresh air.  
In the morning, she will be happy.

A second chart showed a picture of a girl and boy with the following sentences under the illustration:

Here are Jane and Jack.  
They know what to do to keep healthy.  
They drink milk and much water.  
They eat vegetables and fruit.  
They bathe often.  
They play out-of-doors in the sunshine.

The dramatization of the story "The Boy and His Pets," has always proved stimulating and emphasized the following rules of health:

Drink milk.  
Eat cereals.  
Bathe often.  
Eat fruits and vegetables.  
Go to bed early.

This story was prepared by the Baltimore Dairy Council and distributed in California by California Dairy Council.

FROM food-posters several children selected food for good lunches. The prices of these foods were marked near each poster and the children computed the cost of their selections. This activity correlated health and number experiences.

At the close of the demonstration, the children showed their health-charts which they had been keeping for two weeks.

## WANT A STEADY JOB?

**\$1,260 to \$3,400 a Year**

Do you want a steady-for-life job with the United States Government? Teachers have a big advantage because of their training and education. Thousands post-depression appointments coming. These have big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. D177, Rochester, N. Y., for free list of positions for teachers, and full particulars telling you how to get them.



## Teacher

*A Spenserian sonnet by*  
LIONEL R. SCOTT, Palo Alto

THE teacher that preserves  
through all the year  
A fine regard and beautiful respect—

Reaction not from coddling or from fear,  
But emblem of his power to direct,  
To learn, yet teach in manner circumspect,  
To live and smile as though he loved to live,  
Not feigning wisdom just to give effect,  
Not garrulous nor yet inhibitive;  
In earnest, honest, but imag'native,  
Companion, guide, ideal for young and old;  
Who seeks reward in Love correlative  
With mental joy that comes a thousand fold—  
His cardinal objective has been won;  
More rational a race could not be run.

\* \* \*

## Vote Yes Amendment 9

**Save your homes, ranches and business property.**

They are unfairly taxed. With one-fourth of California's income, they are forced to pay three-fourths of California's taxes.

Amendment 9 will lift a \$50,000,000 tax burden annually from them.

## Why Worry?

**When for Just a Few  
Cents a Day**

**T. C. U. Will Pay an  
Income When Disabled by  
Sickness, Accident or  
Quarantine**

This year, of all years, is no time to take chances. To be disabled by sickness, accident or quarantine will not only be unfortunate, but may prove very embarrassing. Doctors must be paid. Hospital bills must be met. Board bills, laundry bills and other expenses all come due. Borrowing may be necessary—unless you are under the T. C. U. Umbrella.

**T. C. U. Check Comes When Needed**

Why take the risk? Instead, pass the worry along to the T. C. U., like thousands of other teachers have done. It costs so little and means so much. Then when sickness, accident or quarantine keeps you from school, the T. C. U. check will come to your rescue. At any rate, learn all about T. C. U. protection today, before it is too late. Send a post card or letter today for complete information. Your inquiry places you under no obligation.

**Teachers Casualty Underwriters**

456 T. C. U. Building

Lincoln, Nebraska



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County Superintendent of Schools  
P. O. Box 730  
San Luis Obispo
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408 S. Spring Street  
Los Angeles



### C. T. A. Placement Service

**C**ALIFORNIA Teachers Association gives to its members placement services at nominal cost.

Members wishing placement services should address **Earl G. Gridley**, 2163 Center Street, Berkeley; phone THornwall 5600;

or **F. L. Thurston**, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

\* \* \*

(Continued from Page 20)

council president, then as vice-president and president of the California Congress of Parents and Teachers, she was elected as a national vice-president and is now serving her second term as president of the National Congress of Parents and Teachers, whose national headquarters are in Washington, D. C.

Mrs. Bradford has served in civic positions during the World War, and as organizer of Red Cross sewing units. She has been a president of the Tuesday Club of Sacramento, a woman's organization, and is now on advisory committee of many national organizations.

In her present work Mrs. Bradford has attended and participated in the meetings of the National Education Association and the Department of Superintendence, as well as at many of the state teachers meetings throughout the country.

Having a sympathetic understanding of the problems of teachers as well as of parents, she has been most enthusiastic in promoting parent education as a form of adult education, and in establishing practical forms of co-operation between parents and teachers in the programs and activities of the local units. Mrs. Bradford is greatly interested in assisting the educational program for the handicapped child.





*The kindergarten is an integral part of every progressive school plan*

## Our Teacher

NINA WILLIAMS

*Thomas Starr King Junior High School  
Los Angeles*

A BOY'S best friend is his mother  
And the girl's best friend too,  
But we always forget our teacher  
Who sees our hardships through.  
And when childish disappointments  
Come into our carefree lives  
It's our teachers that settle the question  
And end our petty strife.  
They hold our hand quite tightly  
As through this life we go,  
And they raise us to be mighty;  
They cheer, and help us so.  
But when you work in earnest  
And try to achieve a height,  
It's your friends who see the darkness,  
But you teacher who sees the light.

*Contributed by Una Mae Hart, Teacher.*

Miss Deca Lodwick, head of the mathematics department of Long Beach polytechnic high school, passed away recently after 21 years service in that school. Previous to this she taught in Pomona high school for two years.

Miss Lodwick was a native of Iowa, an alumna of Iowa state university and a graduate student at U. S. C.

Her devotion to ideals, professional interests, acquaintance with all matters pertaining to her department, unique and successful methods of discipline, sparkling wit and unusual ability in repartee combine to make her one of the most outstanding women in her field of activity.

She served as secretary of the Mathematics and Science section of C. T. A. and was



*Miss Deca Lodwick*

always an active worker in this section.

Her last professional act was to attend the meetings of the national mathematics association in Los Angeles.

Decca Lodwick, a strong teacher and an outstanding personality.—Mrs. Ruth Adair Hazelet, Long Beach.

## Important Book Lists

**A Standard Catalog for High School Libraries**, published by H. W. Wilson Co., 958 University Avenue, New York. \$2.75, cloth bound.

**Graded List of Books for Children**, 1250 titles covering first nine grades, compiled from votes of librarians. Published by American Library Association, 520 N. Michigan Avenue, Chicago. Cloth bound, \$2.00.

**Graded Reading List Book-Marks**. Nine gayly colored leaflets, each listing about fifteen books for one grade, from first to ninth. 100 copies or less, assorted, 2 cents each; 100 copies same grade, 75 cents. Available from American Library Association, 520 N. Michigan Avenue, Chicago.

**Books for Home Reading for Senior High School and Books for Home Reading for 7th, 8th, 9th Grades**, two lists issued by the National Council of Teachers of English, 211 W. 68th Street, Chicago. Each list, 20 cents single copy, 15 cents in quantity.

**Year's Best Books for Children**, a selection made by the Book Committee of the Child Study Association of America, 221 West 57th Street, New York. Single copy, 10 cents; 50 copies \$4.00.

**Fifty Outstanding Books for Boy Scouts**. List prepared by Reading Program Service of the Boy Scouts of America, 2 Park Avenue, New York. Single copies gratis; 100 copies \$1.75.

**Stories of American Life**, a book list issued by the Book Evaluation Committee of the American Library Association. Available from Eugenia Brunot, Carnegie Library, Pittsburgh. 10 cents; 50 copies \$2.50.

**Story Book America**, a series of leaflet lists featuring books about America arranged for 3rd, 4th, 5th, 6th, and 7th grades. Available from Enoch Pratt Free Library, Baltimore, Maryland. Each list 5 cents single copy; 500 copies \$2.50.

**Men, Machines and the World Today**, a book list prepared by the Book Evaluation Committee of the American Library Association. Available from Eugenia Brunot, Carnegie Library, Pittsburgh. Single copy, 10 cents; 50 copies \$2.50.

**Childrens Reading**, a study of voluntary reading of boys and girls in the United States. Selection from report of White House Conference on Child Health and Protection. Includes also valuable bibliographical material. Published by the Century Co., 353 Fourth Avenue, New York. 75 cents.

**Jessie R. Garrison**, director, physical and health education, State Department of Education, Montgomery, Alabama, is member of the sub-committee on publicity of American Physical Education Association.

She states that the association publishes 7 booklets of **rules for girls activities**, with particular articles and suggestions for their more effective teaching.

The booklets are part of Spalding's athletic library; address, 45 Rose Street, New York City; 25 cents each.

They cover field hockey, winter activities, aquatics, outdoor baseball, soccer, basketball, track and field events.

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## The Pacific Conference

(Continued from Page 5)

And so the conference came, saw and was conquered by the delightful hospitality of the people of Honolulu; its queer shops, strange faces, and the haunting melody of its music; its flowering trees, shrubs, and iridescent rain that fell without rime or reason through the sunshine, moonshine, and between the stars.

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**November 8**—General Election.

**November 11**—Armistice Day.

**November 11-24**—American Red Cross annual roll call, to enroll members for 1933.

**November 24**—Thanksgiving Day.



**December 2**—C. T. A. Board of Directors meeting; also joint meeting with C. T. A. Section presidents and secretaries.

**December 3**—C. T. A. State Council of Education, semi-annual meeting, **Los Angeles**.

**December 25**—Christmas Sunday.

**January 28-30**—National Child Labor Day.

**February 25-March 2**—N. E. A. Department of Superintendence, 63d annual convention, **Minneapolis**.

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